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ABSTRACT

The career activities guide in social science, part of an Idaho State Department of Vocational Education career exploration series for grades 7, 8, and 9, is designed as supplementary material to enrich the regular curriculum. Any one activity in the guide might be used without involving any other activities. The cross-referenced index indicates grades, subject, career cluster, occupation, and, in most instances, subject concept. Performance objectives, activity situation and steps, materials, and special recommendations are outlined for the various job titles. Career clusters included are: home economics and consumer; industrial arts; arts, crafts, and humanities; business occupations; communications and media; hospitality and recreation; environmental control; personal service; manufacturing; transportation; health occupations; public service; agriculture and nautral resources; marine science; marketing and distribution; construction; and miscellaneous activities. Subject concepts involve various aspects of social science such as prediction processes, advertising, cultural variations, map use, historical changes and values, geographical knowledge, undersea study, technological advancement, industrial trends, leisure, creation of new careers, adaptation to change, interrelationships of occupations, and changes of occupational requirements. (EA)

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CAREER ACTIVITIES IN SOCIAL SCIENCE

GRADES 7·8·9

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BOISE SCHOOLS

BOISE IDAHO

PREFACE

The Career Exploration curriculum in this book was developed through a grant from the Idaho State Department of Vocational Education from March 11, 1974 through June 30, 1974. The activities were written by Boise Independent School District personnel.

The activities included are some of the ideas relating to careers which are being used to some degree in many classrooms. It is the purpose of this program to gather and develop many of these ideas and make them available to all seventh, eighth and ninth grade teachers in an integrated format within mathematics, science, language arts and social science.

Any one activity in the book might be used by a teacher or student without involving any other activities. They are designed to enrich the regular curriculum and can be "plugged in" where they seem appropriate. The cross-reference index will indicate grade, subject, career cluster, occupation and, in most instances, subject concept.

ACKNOWLEDGEMENTS

The activities in this guide were developed and written by the following Boise Independent School District personnel:

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DIRECTIONS FOR USE OF THIS GUIDE

The purpose of this guide is to help show relationships between school subjects and practical application through simulated activities. These activities are meant to be an enrichment supplement to the regular school curriculum, taught at those times when the instructor determines they are most applicable to t at subject's concepts.

The activities were written to be used in four subject areas; mathematics, science, social sciences and language arts; and in grades seven, eight and nine. The intent is to involve all fifteen occupational cluster areas, as designated by the U. S. Office of Education, with these four subject areas in the three grade levels. They can be used as entire class activities, small group assignments or individual study.

The following pages contain cross-referencing of the activities in this guide:

Activity number with cluster, job and concept reference--pages ii through xiii.

Subject concepts with activity reference number--pages xiv through xv.

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 7

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
7 A 1	Home Economics & Consumer	Fashion Designer	presentation
A 2	Home Economics & Consumer	Interior Decorator	decorator needs social studies background
A 3	Home Economics & Consumer	Chef	specializing, occupations
A.	Home Economics & Consumer		
A.	Home Economics & Consumer		
B 1	Industrial Arts	Map Maker	importance of maps
B 2		Map Maker	map makers are universal
B 3	Industrial Arts	Architect	design & geography
B 4	Industrial Arts	Architect	design & geography

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 7

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
B 5	Industrial Arts	Miner	occupational investigation
B 6		Miner	products
B 7	Industrial Arts	Forest Conservationist	geographical knowledge, technical requirements
B 8		Auto Parts Worker	occupational investigation
C 1	Arts, Crafts, Humanities	Horticulturist	landscape architect changes & enhance natural surroundings
C 2	Arts, Crafts, Humanities	Photographer	job of photographer
C 3	Arts, Crafts, Humanities	Musician	instruments & music from foreign countries
C 4	Arts, Crafts, Humanities	Jeweler	jewelers are creative artists
C 5	Arts, Crafts, Humanities	Museum Curator	job of social scientist
D 1	Business Occupations	Bank Teller Banker	banking is a world-wide concern

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 7

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
7 E 1	Communications & Media	Journalist	studying content
F 1	Hospitality & Recreation	Travel Agent	background in social sciences
G 1	Environmental Control	Meteorologist	prediction processes
H 1	Personal Service	Funeral Director	funerals in different cultures
H 2		Stewardess Steward	listening & viewing for content
I 1	Manufacturing	Assembly Line Worker	assembly line process
I 2		Assembly Line Worker	jobs on the assembly line
J.	Transportation		
K 1	Health Occupations	Health Officer	hypothesis and theories
L 1	Public Service	Customs Inspector	customs procedures & laws

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 7

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
7 M 1 M 2 M 3	Agriculture & Natural Resources	Rancher	technical training requirements
		Geologist	fuel sources
		Cotton Farmer	universality of cotton farming
N 1	Marine Science	Marine Biologist	products from the sea
O 1	Marketing & Distribution	Salesman	know your product
P.	Construction		
Q.	Miscellaneous Activities		

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 8

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
8 A	Home Economics & Consumer		
	A. Home Economics & Consumer		
	A. Home Economics & Consumer		
	A. Home Economics & Consumer		
	A. Home Economics & Consumer		
B 1	Industrial Arts	Construction Trades	occupational investigation
	B. Industrial Arts		
	B. Industrial Arts		

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 8

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
8	B. Industrial Arts		
	B. Industrial Arts		
	C. Arts, Crafts, Humanities		
	C. Arts, Crafts, Humanities		
	C. Arts, Crafts, Humanities		
	C. Arts, Crafts, Humanities		
	C. Arts, Crafts, Humanities		
	D 1 Business Occupations	Reporter	introduction to media area

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 8

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
8E 1	Communications & Media	Radio, TV Announcer	communications in advertising
F 1	Hospitality & Recreation	Park Manager, Ranger	
G.	Environmental Control		
H 1	Personal Service	Mortician	cultural variations
I.	Manufacturing		
J 1	Transportation	Pilot	historical changes in transportation
J 2		Truck Driver	use of maps
K 1	Health Occupations	Medical Technician	historical value of medical field
K 2		Safety Engineer	safety in the home & on the job
L 1	Public Service	Ambulance Driver	historical implications of change

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 8

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
8 M 1	Agriculture & Natural Resources	Farmer	self-employment as a farmer
N 1	Marine Science	Marine Biologist	undersea study
O.	Marketing & Distribution		
P.	Construction		
Q.	Miscellaneous Activities		

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
9 A 1	Home Economics & Consumer	Director of Recipe Developmt.	knowledge of culture
A 2	Home Economics & Consumer	Baker	technology in baking
A 3	Home Economics & Consumer	Chef	knowledge of culture
A 4	Home Economics & Consumer	Fashion Designer	industrial trends
A.	Home Economics & Consumer		
B 1	Industrial Arts	Industrial Arts	leisure time activities, avocations
B 2	Industrial Arts	Tool Maker	modern techniques & job changes
B 3	Industrial Arts	Furniture Maker	worker experiment & decision making
B 4	Industrial Arts	Architect	creation of new careers

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
9 B 5	Industrial Arts	Toy Manufacturer	entertainment produces jobs
B 6	Industrial Arts	Candle Maker	traditional jobs become avocations
C 1	Arts, Crafts, Humanities	Sign Painter	Indian communication & symbols
C 2	Arts, Crafts, Humanities	Rug Maker	technological advancement in careers
C 3		Designer of Jewelry	jewelry as history of people
C 4	Arts, Crafts, Humanities	Muralist	reflects the culture & history of people
C 5	Arts, Crafts, Humanities	Procurer for Museum	need for social science background
C 6	Arts, Crafts, Humanities	Varied Occupations	adaptation to the world of change
D 1	Business Occupations	Teletype Operator	Morse Code, use of telegraph

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Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
E 1	Communications & Media	Radio Producer	radio entertainment has changed over the years
E 2		Television Producer	influence of mass media
E 3		Public Relations	differing occupations
F 1	Hospitality & Recreation	Promotional Director	relationships of occupations
G 1	Environmental Control	Industrial Inspector	porple must adapt as the world changes
H 1	Personal Service	Personnel Director	vast amount of knowledge required
I 1	Manufacturing	Industrial Engineer	changes in world conditions.
J 1	Transportation	Railroad Engineer	change of occupational requirements
J 2		River Pilot	change of occupational requirements
K 1	Health Occupations	Pharmacist	modern careers are dependent on previous developments
L 1	Public Service	Diplomat	every career requires some special preparation
L 2		City Planner	historical planning
L 3		Army Officer	study of history for a job
L 4		Mathematician	study of early history

Career Exploration Project
June 30, 1974

SUBJECT SOCIAL SCIENCE GRADE 9

#	CLUSTER	JOB AREA	SUBJECT CONCEPT
9	M 1 M 2 Agriculture & M 3 Natural Resources	Tanner	cultural change in careers
		Farmer	comparison of modern farmer & 1850's farmer
		Trapper	some occupations have changed little over the years
	N 1 Marine Science N 2/3	Marine Geologist	geographical knowledge
		(a)Navigator	techniques for exactness
	O 1 O 2 Marketing & Distribution	Costume Designer	knowledge of social science
		Recording Industry	interrelationships of occupations
	P 1 Construction P 2	Assayer	technological changes in careers
		Contractor	changes & conditions affect occupations
	Q. Miscellaneous Activities		

SOCIAL SCIENCE CONCEPTS

CONCEPT	ACTIVITY NUMBER		
	Grade 7	Grade 8	Grade 9
1. Avocations, Leisure Time Activities			$9B^{1}$, $9B^{6}$
2. Cultural Significance	$7C^{3}$, $7H^{1}$	8H	$9A^{1}$, $9A^{3}$, $9C^{4}$, $9M^{3}$
3. Customs	7L		
4. Geographical Knowledge	$7B^{2}$, $7B^{3}$, $7B^{7}$		$9N^{1}$
5. Historical		$8J^{1}$, $8K^{1}$, 8L	$9C^{3}$, $9C^{4}$, 9K, $9L^{2}$ $9L^{3}$, $9L^{4}$, $9M^{1}$
6. Hypothesis	7K		
7. Interrelationships of Occupations			9F, $9O^{2}$
8. Laws	7L		
9. Maps	$7B^{1}$, $7B^{4}$	$8J^{2}$	
10. Occupations	$7B^{5}$, $7B^{8}$, $7C^{1}$, $7C^{3}$, $7C^{4}$ 7D, 7G, $7H^{2}$, $7I^{1}$, $7I^{2}$, $7M^{1}$	8B, 8D, 8E, $8K^{2}$, 8M, 8N	$9B^{5}$, 9D, $9E^{3}$, 9H
11. Presentations	$7A^{1}$		

(continued)

CONCEPT	ACTIVITY		
	Grade 7	Grade 8	Grade 9
12. Products	7B[6], 7I[1], 7M[2], 7N, 7O		
13. Social Science Background	7A[2], 7C[5], 7F		9C[5], 9O[1]
14. Symbols			9C[1]
15. Technical Requirements	7B[7], 7A[3], 7M[3]		9A[2], 9B[3], 9E[2], 9H, 9J[1], 9J[2], 9L[1], 9N[2]
16. Technological Change		8L	9A[4], 9B[2], 9B[4], 9C[2], 9C[6], 9E[1] 9G, 9I, 9K, 9M[2], 9P[1], 9P[2]
17. Topography			

CLUSTER AREAS

The clusters used in this curriculum guide are those designated by the U. S. Office of Education plus one additional in Industrial Arts. The first three; Home Economics and Consumer Education; Industrial Arts; and Arts, Crafts and Humanities; each have five or more activities; whereas, the remaining clusters average one. One of the objectives of the project is to show more practical relationships between school subjects as well as subjects and occupations. This is the reason for the emphasis on the first three clusters which are also subject areas in the junior high years.

The clusters used in this curriculum for all three grade levels are:

a) Home Economics and Consumer Education
b) Industrial Arts
c) Arts, Crafts and Humanities
d) Business Occupations
e) Communications and Media
f) Hospitality and Recreation
g) Environmental Control
h) Personal Services
i) Manufacturing
j) Transportation
k) Health Occupations
l) Public Services
m) Agriculture and Natural Resources
n) Marine Science
o) Marketing and Distribution
p) Construction

CAREER EXPLORATION ACTIVITIES

CLUSTER AREAS	NUMBER OF ACTIVITIES BY SUBJECT AREA AND GRADE LEVEL												
	MATHEMATICS			SCIENCE			LANGUAGE ARTS			SOCIAL SCIENCE			TOTAL
	7	8	9	7	8	9	7	8	9	7	8	9	
A CONSUMER AND HOME ECONOMICS	5	6	5	2	6	5	7	4	5	3		5	53
B INDUSTRIAL ARTS	6	6	6	3	6	5	4	4	4	7	5	6	62
C ARTS, CRAFTS AND HUMANITIES	5	5	5	5	3	4	6	5	4	5		6	53
D BUSINESS OCCUPATIONS	1	1	1		1	2	1	3	2	1	1	1	15
E COMMUNICATIONS AND MEDIA					1	1	2	2	2	1	1	3	13
F HOSPITALITY AND RECREATION	1	1	1			1	1	1	1	1	1	1	10
G ENVIRONMENTAL CONTROL				1	1	1	2	1	1	1		1	9
H PERSONAL SERVICE	1	2			1	1	3	2	1	2	1	1	15
I MANUFACTURING	3	2	2		1	2		1	1	2		1	15
J TRANSPORTATION	1	1	3		1	1	2	1	1		2	2	15
K HEALTH OCCUPATIONS	2	2	2	3	3	1	1	2	1	1	2	1	21
L PUBLIC SERVICE			2		1	1	3	5	2	1	1	4	20
M AGRICULTURE AND NATURAL RESOURCES	1	1	1		2	1	2	1	1	3	1	3	17
N MARINE SCIENCE	1	1	2		1	1	1		1	1	1	3	13
O MARKETING AND DISTRIBUTION	2	1	2		1	1	2	1	2	1		2	15
P CONSTRUCTION	1	2	2		1	1	1	1	1			2	12
Q MISCELLANEOUS							2	1					3
TOTALS	30	31	34	14	30	29	40	35	30	30	16	42	361

APPENDIX A

GRADE 7 & 8

SUBJECT Social Studies

CLUSTER Home Economics and Consumer Education

JOB TITLE Fashion Designer

CONCEPT

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PERFORMANCE OBJECTIVE

Students will be able to list six designs of fashion from foreign countries that have influenced American fashion.

ACTIVITY

I. SITUATION

Have a resource person from one of the clothing stores in Boise come in and discuss fashion design and fashion merchandising with the students. Also have a discussion of training and qualifications to be a fashion designer.

II. STEPS

1) Have students list ten areas in which geographic or cultural location plays a part in the designs of a fashion designer.

2) Discuss the following questions with the students:

a) Why do Eskimo people wear alot of clothing?

b) Why do Arab nomads of the Sahara wear such dark, heavy clothing?

c) Does the sari of India have any other functions other than as clothing?

3) Have students write an essay on either or both of the following questions, giving examples:

a) Does availability of materials play a part in what people will wear?

b) Must clothing have qualities of utility as well as pleasure qualities?

RECOMMENDATIONS

MATERIALS

Resource people, resource books in the library

Free material: American Apparel Manufacturers Association, Inc., 200 K Street, N. W., Washington, D. C. 20006

MATERIALS

GRADE 7-A[2]

SUBJECT Social Studies

CLUSTER Home Economics and Consumer Education

JOB TITLE Interior Decorator

CONCEPT

Interior decorators must have a background in social studies.

PERFORMANCE OBJECTIVE

Students will be able to make a picture presentation of one room they have decorated with labeled objects from different countries of the world.

ACTIVITY

I. SITUATION

The teacher will begin the subject by discussing what type of background an interior decorator should have, stressing the importance of a geographic as well as a cultural knowledge.

II. STEPS

1) Divide the class into five or six groups, telling them they have been given a contract to design one room of a house, an office, etc. To decorate the room they must choose a foreign motiff.

2) Students may have the options of drawings for their presentation or pictures cut from magazines.

3) Each group will present their project to the class, explaining why they decorated the room the way they did as well as explaining and describing the significance of the furniture and artworks.

4) Each group will then turn in a list of qualifications they feel necessary for a good interior decorator.

RECOMMENDATIONS

Free materials: National Society of Interior Designers, Inc., Suite 700, 157 W. 57th Street, New York, N.Y. 10019

MATERIALS

Old magazines (Sunset, National Georgraphic, Better Homes & Garden, American Homes), posterboard, resource books, resource people from Boise furniture stores

MATERIALS

GRADE 7-A 3

SUBJECT Social Studies

CLUSTER Home Ec & Consumer Ed

JOB TITLE Chef

CONCEPT

Some chefs specialize in foods from foreign countries.

PERFORMANCE OBJECTIVE

1. To list restaurants in Boise that specialize in foreign foods.

2. To prepare a menu with recipes from a foreign country.

25

ACTIVITY

I. SITUATION

Each student will be a chef and prepare a menu or a meal using foods & recipes from a foreign country.

3

II. STEPS

1. Students will list restaurants in Boise specializing in foreign foods.
2. Students will discuss a chefs training, duties, & job opportunities.
3. Each student will prepare a theoretical meal with written recipes from a foreign country.
4. Discussion of foods from foreign countries that would be unfamiliar to the United States.
5. If time permits, let students bring in samplings of foreign foods.

RECOMMENDATIONS

MATERIALS Foreign cook books, Encyclopedias, newspapers, telephone directory, textbooks, resource books.

MATERIALS

GRADE 7-B'

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Map-Maker

CONCEPT

Importance of maps to the daily lives of many people.

PERFORMANCE OBJECTIVE

1) Students will list six universal symbols used on maps.

2) Students will list ten ways in which maps are used.

3) Students will list the six basic types of maps used in social studies.

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ACTIVITY

I. SITUATION

A career as a map-maker.

II. STEPS

1) Have students view the two filmstrips "Surveying the Earth" and "The Making of Maps".

2) After the filmstrips, discuss who a map maker is and what he/she does.

3) Have each student list ten ways in which he/she would use a map and what kind of map he/she would use.

4) Have each student draw a map, with directions, for his/her daily trip to and from school.

RECOMMENDATIONS

MATERIALS

Filmstrips: Exploring the World of Maps --National Geographic Society; set of maps for each student; textbook; globe

MATERIALS

GRADE 7-B 2

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Map-Maker

CONCEPT

Map makers are universal.

PERFORMANCE OBJECTIVE

1) Students will list six universal symbols used on maps.

2) Students will list ten ways in which maps are used.

3) Students will list the six basic types of maps used in social studies.

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ACTIVITY

5

I. SITUATION

Have students view the National Geographic filmstrips "The Message of Maps" and "Using Maps".

II. STEPS

1) After the filmstrips, have a class discussion on the use of maps and their importance to our lives.

2) Have students list the six basic maps used in social studies.

3) Have students list the symbols on the maps they feel are universal to all maps.

RECOMMENDATIONS

MATERIALS

Filmstrips: Exploring the World of Maps --National Geographic Society; set of maps for each student; textbook; globe

MATERIALS

GRADE 7-B3

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Architect

CONCEPT

To acquaint students with the fact that architectural designs are determined by geographic as well as cultural aspects.

PERFORMANCE OBJECTIVE

Students will be able to list and explain reasons for the design and function of two structures in two different countries.

82

ACTIVITY

I. SITUATION

The teacher will present a pictorial essay of the many forms of architectural designs of the past, the present and the future the world over.

6

II. STEPS

1) Class discussion of requirements for an architectural degree and job opportunities for those with a degree.

2) Students will select two pictures from the pictorial essay and list the geographic (climate, terrain, etc.) as well as aesthetic cultural aspects for the structure's design.

RECOMMENDATIONS

MATERIALS

Pictures of architectural structures of the world, architectural tools, architectural plans. Free material: The American Institute of Architects, 1785 Massachusetts Avenue, Washington, D. C. 20036.

MATERIALS

GRADE 7-B4

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Architect

CONCEPT

To acquaint students with the fact that architectural designs are determined by geographic as well as cultural aspects.

PERFORMANCE OBJECTIVE

Students will be able to list five of the most basic tools used for architectural design as well as the necessity of these tools for an architect to perform his/her job.

ACTIVITY

I. SITUATION

An inquiry session about the tools of the architectural trade.

II. STEPS

1) Teacher will obtain architectural tools (old, if possible and those from foreign countries).

2) Without explaining what these (tools) are, the teacher will exhibit them to the students.

3) The students will each prepare three questions as to what each item is and what its function is.

4) After inquiry session, students will discuss the necessity of these tools for an architect to perform his/her job.

5) Students will list five of the most basic tools used for architectural design.

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 7-8 5

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Miner

CONCEPT

Materials used by a miner distinguish him/her from all other career occupations.

PERFORMANCE OBJECTIVE

To have students participate in the inquiry session.

ACTIVITY

I. SITUATION

Inquiry session into the tools of a miner.

II. STEPS

1. Set up a display of the tools a miner might use:
   - A. Picture of a Dredger
   - B. Gold pan
   - C. Shovel & pick
   - D. Gieger Counter
   - E. Etc.
2. If possible, try to have a display of ores or products mined for students to view.
3. Have students discuss the qualifications of various miners.
4. Have students list the many occupations concerned with a mining operation, ie., scientist, geologist, machine operator, conservationist, environmentalist, etc.

RECOMMENDATIONS

MATERIALS

Tools of the mining profession, examples of things mined. Resource people from the Bureau of Mines and the Geology Department at B.S.U.
A resource book of rocks and minerals textbook.

MATERIALS

GRADE 7-8

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Miner

CONCEPT
A Miner is important to world production.

PERFORMANCE OBJECTIVE

To list and locate on a world map two or three important mining products from specific world countries.

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ACTIVITY

I. SITUATION
Brainstorming Session to find out things which are mined.

II. STEPS

1. After Brainstorming Session, discuss the types of mines that these mineral or ores come from.
   A. Dredging
   B. Open Pit
   C. Placer Mines
   D. Underground
2. Have students locate on a world map two or three important areas of mined natural resources of the following countries:
10 African countries south of the Sahara, India, Pakistan, Cylon, China, Japan, Southeast Asia, Australia, New Zealand, 10 states of the United States.

RECOMMENDATIONS

MATERIALS
World maps for each student
U. S. maps for each student
Resource materials from the library.

MATERIALS

GRADE 7 - 8

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Forest Conservationist

CONCEPT

A Forest Conservationist must know why climate effects the growth of trees.

PERFORMANCE OBJECTIVE

List 20 different woods and locate major forest areas on a world map.

ACTIVITY

I. SITUATION

Students will view a display of different woods, noting the hardness, grains, growth rings, etc.

II. STEPS

1. Students will discuss the different types of wood and how it is used, ie., soft wood for lumber and carving, hard wood for furniture.
2. Students will list the different types of trees harvested in India, Africa, South-east Asia, Australia, Europe, Japan, South America, North America & their uses.
3. Students will discuss how climates in various countries effect the growth of certain trees, ie., too hot, too cold, too wet, too dry, types of soil, surrounding vegetation, parasites, and diseases.
4. If possible, take students on a tour of the Lucky Peak Tree Farm and have a qualified person describe the purpose and running of a tree farm.

RECOMMENDATIONS

MATERIALS

Wood scrapes and examples from the Industrial Arts Department. World maps for each student. Resource materials from the library text books.

Free information from: U. S. Dept. of Agriculture, Forest Service
Washington, D.C. 20250
American Forestry Assoc, 919 17th St., Wash., D.C. 20006

MATERIALS

GRADE 7-B 8

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Auto Parts Worker

CONCEPT

Parts Workers must be familiar with automotive parts of foreign cars.

PERFORMANCE OBJECTIVE

To have students list 15 or more foreign cars and their country of origin imported into the United States.

ACTIVITY

I. SITUATION Divide students into 4 or 5 groups. Have each group make a list of items one might buy from an automotive parts store.

II. STEPS

1. Have students discuss what things a parts worker must know, ie., parts available for different makes and models, interchangeable parts for foreign cars, index systems, customer relations, invoices, refunds, warranty adjustments.
2. Have students compile a list of stores in Boise where one might obtain parts for an automobile. (Have students use the telephone directory or the newspaper).
3. Have each student make a list of 15 or more foreign cars and their country of origin, which are imported into the United States.

RECOMMENDATIONS

MATERIALS

Phone Books, Newspapers, Write for free material at Automotive Service Industry Assoc.
230 N. Michigan Ave.
Chicago, Illinois 60601

MATERIALS

GRADE 7-C'

SUBJECT Social Studies

CLUSTER Arts, Crafts, & Humanities

JOB TITLE Horticulturist (Landscape Construction)

CONCEPT
A Landscape Architect changes or enhances natural surroundings.

PERFORMANCE OBJECTIVE
To Design an acre of land into some type of formal garden.

To make a terrarium in class.

34

ACTIVITY

I. SITUATION
To design a formal garden and to build & stock a terrarium in class.

II. STEPS
1. Students will each design a formal garden for one acre of land.
2. Each plant or flower used will be labled.
3. Students will discuss the job qualifications and job opportunities for a good landscape architect. (Prepares plans for private homes, parks, cemetaries, playgrounds, expositions, public buildings, etc.)
4. Discuss the formal aspects of a Japanese garden.
5. Have students design a terrarium to be built and planted in class.
6. Have students supply all the materials such as dirt and plants from home.
7. Discuss what soils and situations are best suited to the different plants. Also mention insects and diseases that might harm plants.

RECOMMENDATIONS

MATERIALS
Plants and soils for terrariums.
Paper and colored pencils.
Resource books from the library.

MATERIALS

GRADE 7-C[2]

SUBJECT Social Studies

CLUSTER Arts, Crafts & Humanities

JOB TITLE Photographer

CONCEPT
Photographers

PERFORMANCE OBJECTIVE
1. To prepare a photographic exhibit of various subject areas, one of which will be a foreign country.
2. List of businesses that might hire a photographer.

35

ACTIVITY

I. SITUATION

To have students give a photographic exhibit.

II. STEPS

1. Discuss with students how much we depend upon sight to formulate ideas, plans, impressions of surroundings and the importance of pictures.
2. Have students plan an exhibit of photographs using either their own or pictures from magazines.
3. Have students label the pictures & if possible, explain the photographic technique used.
4. Discuss the types of cameras used by photographers.
5. Discuss the businesses that might hire a photographer. Have the students list them on the board.

RECOMMENDATIONS

MATERIALS
Old magazines
Resource books

MATERIALS

GRADE 7-C3

SUBJECT Social Studies

CLUSTER Arts, Crafts, & Humanities

JOB TITLE Muscian

ACTIVITY

I. SITUATION

To study different musical instruments of the world.
To study the different functions of muscians and music.

CONCEPT

A muscian uses instruments & music from different foreign countries.

PERFORMANCE OBJECTIVE

Students will test musical instruments from several spec ific countries.

II. STEPS

1. Have students discuss the origins of several different types of music; ie., Jazz, Rock, Blues, Spirituals, etc.
2. After research in the library, have students list musical instruments from Africa, Asia, India, South America, Japan, China, Southeast Asia, Oceania.
3. If these instruments have a specific purpose, such as religious, intertainment, etc., have the students list them.
4. Discuss training & education of a musician and their job opportunities.
5. Have students that play an instrument give a demonstration in class.

RECOMMENDATIONS

MATERIALS

Encyclopedias, Textbooks, Resource materials, from library.

MATERIALS

GRADE 7-C 4

SUBJECT Social Studies

CLUSTER Arts, Crafts and Humanities

JOB TITLE Jeweler

CONCEPT

Jewelers are considered creative artists.

PERFORMANCE OBJECTIVE

1) Students will be able to list fifteen precious and semi-precious gems and the countries from which the best quality stones come from.

2) Students will list ten qualifications important for a jeweler to have.

37

ACTIVITY

I. SITUATION

The teacher will introduce the activity with a collage or bulletin board of jewelry examples (old and new), famous jewelers and jewelry stores.

II. STEPS

1) Teacher and student discussion having students name fifteen precious and semprecious gem stones used in jewelry-making.

2) Have students bring in examples of jewelry from around the world (pictures or actual jewelry). Discuss what jewelry is and whether or not it is functional.

3) Hand out a world map to all students and have them list the gemstones and the countries the best quality come from.

4) After mapping assignment, have students discuss the important qualifications of a jeweler.

RECOMMENDATIONS

Teacher should mention old jewelry forms from around the world.

MATERIALS: Resource people from Boise jewelry stores, books of rocks and minerals, world maps for each student. For free materials write: Retail Jewelers of America, Inc., 711 14th Street N.W., Washington, D.C. 20005 or Director of Affiliate Services, Retail Jewelers of America, Inc., 1025 Vermont Ave. N.W., Washington, D.C. 20005.

MATERIALS

GRADE 7-C 5

SUBJECT Social Studies

CLUSTER Arts, Crafts, Humanities

JOB TITLE Museum Curator

CONCEPT

A museum curator is a social scientist.

PERFORMANCE OBJECTIVE

1) Students will prepare an exhibit of foreign countries, i.e. art, culture, religion, clothing, food, etc.

2) Students will name fifteen famous museums and what each is famous for.

ACTIVITY

I. SITUATION

Tour the Idaho State Histoical Museum. Preface the trip by telling students to pay attention to floor plans, the exhibit arrangements and the explanations of the exhibits. If possible, have the museum director tell the students what type of qualifications and training one must have to work in a museum.

II. STEPS

1) Have each class divide into three groups. Each group will choose a foreign country to portray in an exhibit.

2) Students will then bring in artifacts from foreign countries of their choice, if possible.

3) Students may use pictures from magazines or their own original drawings to depict examples of what they would like in their exhibit.

4) Each example in the exhibit should be labeled on 3" X 5" index cards, telling what the item is, its use, where it is from, etc.

5) After completion of all exhibits, have them viewed by other students.

6) Discuss with the students some of the famous museums around the world.

7) Have students do individual research into some of these museums. Have each student list fifteen world famous museums and a famous artifact in each.

RECOMMENDATIONS

MATERIALS

3" X 5" index cards. Write for free information from: The American Antropological Association, 1703 New Hampshire N.W., Washington, D.C. 20009 or Archaeological Institute of America, 260 W. Broadway, New York, N.Y. 10013 or The Smithsonian Institute.

MATERIALS

GRADE 7-D

SUBJECT Social Studies

CLUSTER Business

JOB TITLE Bank Teller or Banker

CONCEPT
Banking is a world wide concern.

PERFORMANCE OBJECTIVE

1. To list 30 foreign countries and their currency.

2. To list 6 different types of banks and describe their function.

38

ACTIVITY

I. SITUATION

1. Have students view the film "History of Money" from BSU film library.
2. Have a banker from one of Boise's banks come in to speak to the class.

II. STEPS

1. Have students discuss banks and their functions; checking accounts, savings, loans, mortgages, etc.
2. Discuss the qualifications and duties of a banker or bank teller.
3. Have students list 30 foreign countries and their currencies.
4. Students may bring in any tupes of foreign money for display.

RECOMMENDATIONS

MATERIALS
Resource books and people
Encyclopedia
World Almanac

MATERIALS

GRADE 7 - E

SUBJECT Social Studies

CLUSTER Communications

JOB TITLE Journalist

ACTIVITY

I. SITUATION

To discuss foreign news stories in the daily newspaper.

CONCEPT

Journalists depend on world happenings for news stories.

PERFORMANCE OBJECTIVE

1. To collect six news stories in the daily paper from a foreign country.
2. To list the subject areas in which a journalist might write.

II. STEPS

1. Have students discuss what they think would be the qualifications of a journalist.
2. Have each student collect news items from the paper dealing with foreign news.
3. Discuss each news article and what specific things it tells.
4. The students will list the many subject areas in which a journalist might write.

RECOMMENDATIONS

MATERIALS Resource books in library
Newspapers for each student

MATERIALS

GRADE 7-F

SUBJECT Social Studies

CLUSTER Hospitality and Recreation

JOB TITLE Travel Agent

CONCEPT

Travel agents must have a strong background in the social studies field.

PERFORMANCE OBJECTIVE

1) Students will list the qualifications of a travel agent.

2) Each student will prepare a travel itinerary to some foreign country, stating all the necessary facts for the trip; i.e., clothing, money, shots, photographic equipment, etc.

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ACTIVITY

I. SITUATION

Students will discuss what they feel a travel agent does. (If possible, have a person come into class from one of the travel agencies in Boise.) After the discussion, have each student make a list of the things he/she deem important for a travel agent to know.

II. STEPS

1) The teacher will introduce this role-playing activity by having students do warm-up exercises; i.e., a tree blowing in the wind, a perculating coffee pot, etc.

2) Have the students divide into two groups. Assign the role of travel agent to one person in the group. Have the other members choose roles they think they would like to have; i.e., businessman, husband and wife, retired military man, unescorted children, etc.

3) One group will have an excellent travel agent who tells them all the necessary facts for their tour. The other group will have an incompetent travel agent who gives the tour group all the wrong facts.

4) Give students time to prepare their roles. At the next class period have each group present their impressions before the rest of the class.

RECOMMENDATIONS

MATERIALS

Usually free from travel agencies: old travel brochures from travel companies of Boise, plane schedules from the airlines, money conversion tables, passport information, resource people from Boise travel agencies.

MATERIALS

GRADE 7-G

SUBJECT Social Studies

CLUSTER Environmental

JOB TITLE Meteorologist

CONCEPT

A meteorologist forecasts weather for many reasons.

PERFORMANCE OBJECTIVE

1) Students will be able to list ten ways in which a meteorologist's predictions are useful.

2) Students will make a list of weather terms used by meteorologists.

ACTIVITY

I. SITUATION

Divide the students into groups of four or five. Assign a recorder to each group. Have the students make a list of ten ways in which a meteorologist's predictions are useful. Each recorder must write down his/her group's list and then share the list with the rest of the class.

II. STEPS

1) Students will be given maps and sets of cities with high and low temperatures for a given day. Students will identify the cities and record the temperatures. High temperatures will be recorded on one map, low temperatures on another. Isotherms will be drawn where appropriate.

2) Have students list weather terms used by meteorologists and their definitions.

3) Have the students assume roles of a meteorologist, and the people to whom he/she is important, and discuss the weather for the next day.

a) a person going on a picnic
b) a pilot
c) a wheat farmer
d) a sheepherder
e) a tourist driving over the mountains or plains
f) a rancher
g) a hay farmer
h) a truck driver
i) a housing contractor
j) a captain of a cargo ship
k) a forest fire fighter
l) a crop duster
m) a fisherman
n) an astronaut

RECOMMENDATIONS

MATERIALS

Library books: Weather and Weather Forecasting--Hale, U.S. Weather Bureau, Boise Interagency Fire Center; newspaper weather reports (1 per student); maps of the U. S. or the world (2 per student). For free materials write: American Meteorological Society, 45 Beacon Street, Boston, Massachusetts 02108.

MATERIALS

GRADE 7-H'

SUBJECT Social Studies

CLUSTER Personal Service

JOB TITLE Funeral Director

CONCEPT

Funeral directors must be well versed in different religious burial ceremonies.

PERFORMANCE OBJECTIVE

Students will write a paper on five different types of burial customs.

43

ACTIVITY

I. SITUATION

The teacher will explain to the students that each one will be a funeral director for a day.

II. STEPS

1) All students will be given a list of fifteen different types of funerals. Each student will then choose five from the fifteen and research the procedures for burial. List of burials:

a) Japanese Shintoist
b) Hindu Indian
c) American Indian
d) Eskimo
e) Westerner
f) African native (example: Zulu)
g) African native from another tribe
h) Buddhist monk
i) Arab Moslem
j) Ancient Egyptian
k) Viking
l) Irishman (Wake)
m) Australian Aborigene
n) Inca of the Andes
o) Aztec of Mexico

2) Students will then write up their information. (In their papers they must include nationality, religion, type of burial, reason for such burial, preparation for burial, and miscellaneous information that is pertinent.

3) After the written assignment discuss the burial laws of the state of Idaho and any other states or countries.

4) Discuss the qualifications or training needed to be a funeral director or mortician.

5) If possible have a funeral director speak to students on the cost of caskets, type of ceremonies performed and preparation of bodies.

RECOMMENDATIONS

MATERIALS

Encyclopedias, textbook, resource books. Write for free material: National Funeral Director Association, 135 West Wells Street, Milwaukie, Wisconsin 53203.

MATERIALS

GRADE 7 - H[2]

SUBJECT Social Studies

CLUSTER Personal Service

JOB TITLE Stewardess or Steward

CONCEPT

PERFORMANCE OBJECTIVE

1. Students will make a list of duties performed by a steward or stewardess.
2. List of airlines that employ stewards and stewardesses.

44

ACTIVITY

I. SITUATION

Have students view the film "Airline Stewardess" MP 5248 IMC

II. STEPS

1. After the film, have each student make a list of the duties of a steward or stewardess.
2. Discuss these duties and others with the students.
3. Discussion of qualifications and job opportunities in this field.
4. Discuss the travel opportunities of a stewardess or steward.
5. Have students make a list of 5 American airlines and 15 foreign airlines that employ stewards & stewardesses.

RECOMMENDATIONS

MATERIALS film "Airline Stewardess"

MATERIALS

GRADE 7 - 1

SUBJECT Social Studies

CLUSTER Manufacturing

JOB TITLE Assembly Line Workers

ACTIVITY

I. SITUATION

Simulation of an assembly line process.

CONCEPT

The assembly line process is quicker, more efficient, and more economical than a single built unit

PERFORMANCE OBJECTIVE

1. Participation in the assembly line simulation

II. STEPS

1. After students have decided what to manufacture, have them design their assembly line.
   Suggestion: toothpick-marshmallow dumbbells - o——o
2. Have students volunteer or assign specific job titles for the assembly line, i.e., foreman, feeder, assembler, packager, transporter, recycler, etc.
3. After assigning jobs have students begin their manufacturing process. At the same time have 2 or 3 students duplicate the same process.
4. After simulation have students compare the two processes of production.

45

RECOMMENDATIONS

MATERIALS miniature marshmallows, toothpicks, paper tubes from wrapping paper, masking tape, plastic bags, rubber bands.

MATERIALS

GRADE 7 - 12

SUBJECT Social Studies

CLUSTER Manufacturing

JOB TITLE Assembly Line Worker

ACTIVITY

24

I. SITUATION

Discuss assembly line products used by students in their daily activities.

CONCEPT

There are many jobs concerned with the assembly line.

PERFORMANCE OBJECTIVE

1. Students will list 20 products manufactured by the assembly line.
2. Students will list the 10 leading manufacturing countries of the world.

II. STEPS

1. After discussion have each student compile a list of 20 products that have been made by the assembly line process they have used for a day.
2. Have students analyze the different types of jobs on the assembly line and whether or not they have to have special training or education of just practical experience.
3. Students will list the 10 leading manufacturing countries of the world and a famous product from each country.

RECOMMENDATIONS

MATERIAL World Almanac, Encyclopedia, text books, resource books from library

MATERIALS

GRADE 7 - K

SUBJECT Social Studies

CLUSTER Health Occupations

JOB TITLE Health Officer

CONCEPT

PERFORMANCE OBJECTIVE

To have students analyze in writing "A Health Problem in an African Village"

ACTIVITY Page 1 of 3

25

I. SITUATION

Hand out to students the mimeographed sheets "A Health Problem in an African Village"

II. STEPS

1. After the students have read the Handout, have each student write his or her theory or hypothesis from the standpoint of a health officer as to why this problem occurs.
2. After the written assignment discuss with students their theories.
3. Have literature available to students to read regarding the career of a Health Officer. Discuss the duties and qualifications of a Health Officer in a foreign country and in the United States.

(CONTINUED)

RECOMMENDATIONS

MATERIALS Resource people from the Dept. of Health
mimeographed sheets attached.

MATERIALS

26

GRADE 7 - K
SUBJECT Social Studies
CLUSTER Health Occupations
JOB TITLE Health Officer

A HEALTH PROBLEM IN AN AFRICAN VILLAGE

Synopsis

During the past six months members of one tribe or village group have become ill. Through the use of medicine most of the sickness has cleared up but when the medicine ran out the illness returned. The local medicine man has allowed the medicine to be used, but not until he was nearly worn off at the knee running from family hut to family hut. One family hut was not affected because no hunter lived in that group. They were on a form of primitive welfare.

Problem

Why were the members of this village becoming ill?

Since there are many wells and water holes, how could they find the one which has been the source of amoebic dysentery?

Necessary Conditions

1. The natives all have the same illness.
2. In each hut only the hunter is sick.
3. Only the young strong members of each family unit travel long distances in search of game.
4. A well-known series of watering stops are available to the hunters during their search for meat animals.
5. Their meat source is almost any animal that won't eat them first.
6. Their weapons are very primitive since the colonial government will not permit firearms.
7. They are aware of noxious weeds and plants in their areas of travel and in the vicinity of their village.
8. Sanitation facilities in the village are adequate enough to prevent spread of amoebic dysentery.
9. In the evolution of their customs of eating they have developed relatively sanitary preparation and eating habits.
10. The village has a good water source which is sufficiently removed from the area used for dumping body wastes.

(CONTINUED)

11. They do not use body wastes as fertilizers for their crops.

12. One of the watering spots along their hunting trek has become contaminated with amoebic dysentery.

13. The village is composed of seven family dwellings, one medicine man, a ceremonial area, a high thorny hedge, numerous cats and dogs, an uncounted number of chickens, an adequate well and other simple items necessary for village life.

Principles

1. Amoebic dysentery is transmitted through polluted water.

2. Crops that have been grown in soil fertilized with human waste may be infected.

3. In water and soil the organism is in a dormant state.

4. Amoebic dysentery can sometimes be cured by the drugs emetine and stovarsol.

5. Amoebic dysentery causes severe intestinal inflammation and sometimes brain and liver abscesses.

6. Amoebic dysentery is most common in warm climates although it has been known in the Salem area and a severe epidemic broke out in Chicago in 1933.

GRADE 7 - L.

SUBJECT Social Studies

CLUSTER Public Service

JOB TITLE Custom Inspector

CONCEPT

Customs Inspectors must know current prices, quality, and origin of goods brought into the United States

PERFORMANCE OBJECTIVE

1. To have students participate in a simulation of an airport customs line.

ACTIVITY

I. SITUATION

Students are to discuss the U.S. Bureau of Customs. Topics to be covered are 1) limitations (quantity, value) of goods brought into the United States; 2) What constitutes illegal goods? 3) Type of fines or prosecution for being convicted of breaking a law.

28

II. STEPS

1. Divide students into three groups.
2. Each student will be given a role:
   - customs inspector
   - jewelry smuggler
   - cinnamon smuggler
   - typical family of three
   - antique dealer
   - college student
   - foreign national
3. Have each person pass through the inspection line carrying either a bag or a paper sack of goods bought in a foreign country acting their respective roles.
4. After simulation, discuss the role of customs inspector and the duty he performs.
5. Have students research the different custom laws of various foreign countries.

RECOMMENDATIONS

MATERIALS U.S. Bureau of Customs booklet
Regulations of customs from various countries; write to the embassies

MATERIALS

GRADE 7-M

SUBJECT Social Studies

CLUSTER Agri-Natural Resources

JOB TITLE Rancher

CONCEPT

A rancher of today must have technical training as well as practical experience to perform his/her job.

PERFORMANCE OBJECTIVE

1) Students will list ten areas of geography in which a rancher must have knowledge to perform his/her job adequately.

2) Students will be able to list ten products from a ranch.

ACTIVITY

I. SITUATION

Teacher will introduce the activity by stating that a rancher must consider people, places and products in his/her job performance.

II. STEPS

1) Show one or both of the films "Cattle Country" and "Sheep and Shepherds".

2) After the film, have students discuss why one area is better suited geographically for ranching than another.

3) Have students discuss the following questions:

a) What are some of the jobs performed by a rancher?
b) Can an American rancher help people of other countries? Explain how, with examples.
c) What type of training does a rancher have to have to perform his/her job?

4) Have students divide into three groups.

a) One group make a bulletin board pertaining to ranching around the world.
b) One group make a pictorial essay of new and old machinery or tools used by ranchers.
c) One group make a bulletin board comparing new ranching methods with old methods still used in other countries today.

RECOMMENDATIONS

MATERIALS

Films from the IMC: "Cattle Country" (MP9004-EJ) & "Sheep and Shepherds" (MP1215); bulletin board paper; old magazines to be cut up.
Free material from: American Society of Range Management, Box 13302, Portland, Oregon 97213.

MATERIALS

GRADE 7 - M 2

SUBJECT Social Studies

CLUSTER Agr. & Natural Resources

JOB TITLE Geologist

CONCEPT

A geologist is important to the finding of new fuel sources

PERFORMANCE OBJECTIVE

1. Each student will list ways in which a geologist helps to find new fuels.
2. List of areas in which a geologist might be employed.

25

ACTIVITY

I. SITUATION

Viewing the National Geographic filmstrip "Energy in the Earth"

or

A speaker from the State or BSU

1

30

II. STEPS

1. Have students view the film strip "Energy in the Earth" - National Geographic films.
2. After the film students will make a list of ways a geologist can help to find new sources of fuels.
3. Discuss new exploration in little used resources: winds & tides, geothermal energy, solar energy.
4. Discuss the qualifications and education of a geologist.
5. Have students list the fields in which a geologist might work other than finding fuels.

RECOMMENDATIONS

MATERIALS National Geographic filmstrip
Resource books in library
Resource people from the State or BSU

MATERIALS

GRADE 7-M3

SUBJECT Social Studies

CLUSTER Agri-Natural Resources

JOB TITLE Cotton Farmer

CONCEPT

Cotton farming is done world-wide.

PERFORMANCE OBJECTIVE

1) Upon completion of this activity students will be able to describe in writing how machinery has made cotton production more efficient.

2) Students will be able to locate the cotton-growing areas on a world map.

3) Students will be able to list fifteen products of the cotton plant.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

The purpose of this activity is to investigate the cotton-growing regions of the world.

II. STEPS

1) Allow students to research individually the cotton-growing regions and through class discussion arrive at the concept of the world's cotton belt.

2) Discuss why these areas are rich in natural conditions which are conducive to cotton growing.

3) Have a group of volunteer students put up a bulletin board of cotton farming; i.e., past and present, machinery used, uses of cotton.

4) Have students discuss the qualifications of a cotton farmer and the ways of harvesting the cotton crop.

5) Have students list and locate on a world map the cotton-producing areas of the world.

6) Have students discuss how other industries might be influenced by the location of cotton areas.

7) Have students list fifteen products or by-products of the cotton plant.

MATERIALS

"The Story of Cotton" (kit furnished by Career Awareness from National Cotton Council); "Cotton Producing" and "David's Cotton Farm" (film-strips); world maps for each student; world relief map; encyclopedias; social studies texts

MATERIALS

GRADE 7 - N

SUBJECT Social Studies

CLUSTER Marine Science

JOB TITLE Marine Biologist

CONCEPT

Marine Biologists help to inform the general public of the importance of products from the world's water.

PERFORMANCE OBJECTIVE

1. To list as many fish and fish products used by the general consumer.

2. To supply in actuality or theoretically fish for a 30gal. fresh water aquarium and for a 30 gal. salt water aquarium.

ACTIVITY

I. SITUATION

Students are to study the fish and fish products of the world.

Students are to classify and name where found, the fish in an aquarium.

II. STEPS

1. Have students list as many fish they can that are used for food or other products consumed by man.
2. Discuss with the students the qualifications of a marine biologist and where one might be employed (research, colleges, fishing industry, government).
3. Have students research the 10 leading fishing countries of the world and the specific fish they catch.
4. Have students supply a 30 gal. aquarium of salt water and one of fresh water with fish, plant life, etc. Each fish must be labeled and identified as to point of origin.

RECOMMENDATIONS

MATERIALS (if possible) 2 30 gal. aquariums.
Time-Life Series on Fish, books on the Great Australian Reef, resource poeple from BSU, text books, encyclopedia, World Almanac

MATERIALS

GRADE 7-0

SUBJECT Social Studies

CLUSTER Marketing and Distribution

JOB TITLE Salesman

CONCEPT

Sales personnel must know their product.

PERFORMANCE OBJECTIVE

1) Students will make a list of qualifications necessary for a good salesman.

2) Students will be able to make an oral or written sales presentation of a product or service of their choice.

3) Students will list their sources of information regarding their product or service.

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ACTIVITY

I. SITUATION

Students will choose a product or service of their choice to sell. They will then research their product or service so that they may make an oral or written sales presentation.

II. STEPS

1) Teacher introduces the topic of salesmen by explaining that there are many types of sales personnel in many different fields.

2) Have a student list on the board the many products and services sold.

3) Group discussion of some products or services sold in some areas but not in others because of geographic location, religious preference or racial prejudices.

4) After class discussion of salesmen and their products or services, each student will list ten qualities he/she feels are important to have to be a good salesman.

RECOMMENDATIONS

MATERIALS

Can write for free material regarding salesmen: Sales and Marketing Executives International, 630 Third Avenue, New York, N.Y. 10017

MATERIALS

GRADE 8-B

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Construction Trades

CONCEPT

Styles of architecture and building designs have changed through the centuries.

PERFORMANCE OBJECTIVE

Upon the satisfactory completion of the architecture unit and Social Studies unit, the student will be able to compare architectural design and identify the many different types of jobs available in the construction industry.

57

RECOMMENDATIONS

As many occupations as possible should be listed that have to do with construction; many are not included here.

ACTIVITY

I. SITUATION

This is a five part unit on the construction industry. It must be rather well planned out beforehand. Supplies must be gathered, students must decide who is going to do which part, and so forth. A table to work at is desirable.

II. STEPS

1) Divide students into teams of five. Each team will consist of one each of the following: architect, contractor, material supplier, construction worker and painter.

2) The construction team will meet together and decide on a general house plan.

3) The architect will design a simple type of house, size and plan of how parts are to be made.

4) The construction worker will work with the architect as to how the house will be put together.

5) The material supplier will work with the architect on how to construct the various types of materials.

6) The painter will help the architect decide colors to be used, both inside and out.

7) The contractor coordinates all activities and helps the construction worker assemble parts.

8) A separate lift-off type roof should be designed so that the interior of the house may be observed.

MATERIALS

12 X 18 drawing paper, water color paints, construction paper, cardboard box material, Exacto knives, glue scotch tape

MATERIALS

GRADE 8 - D

SUBJECT Social Studies

CLUSTER Communication & Media

JOB TITLE Reporter

CONCEPT

introduce students to the media area.

PERFORMANCE OBJECTIVE

students will write short articles describing historic inventions or happenings, real or fictitious.

Upon the satisfactory completion of the social studies unit on Communications, the student will be able to write short articles describing historic inventions & happenings that pertain to the media field.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

This activity can be used as a fun break. to fill an end of unit day, or whatever. It should open a good discussion of the media field.

II. STEPS

1. Give students some historical events or inventions to choose from or let them pick their own.
2. Have each student write a headline and a short story-type report, such as they might see in a newspaper.
3. Have students read these in class.

Examples of inventions that might be used:

bow & arrow	eye glasses
cement	bottle caps
the sail	pottery
man makes fire	steam engine
cooking	shoes
paint	ice cream

MATERIALS

GRADE 8-E

SUBJECT Social Studies

CLUSTER Communication & Media

JOB TITLE Announcer, Radio, T.V.

CONCEPT

Students will be able to relate first-hand experience, to the advertising industry.

PERFORMANCE OBJECTIVE

Students will be able to develop a 60 second commercial as outlined in the activity steps.

ACTIVITY

I. SITUATION

Students will work with the advertising media through activities in the classroom. This will help show a relationship between social sciences and communications.

II. STEPS

1) Have each student bring some object to class, such as an empty can; coffee can, soup can; or anything that can be advertised on radio or T.V.

2) Have students look in old magazines, books, listen to the radio, or watch T.V. adds and pick up ideas.

3) Have them make an outline for a 60 second commercial.

4) Either take recorder, or visual recorder. Take their presentations.

5) Play them back, give suggestions about them.

RECOMMENDATIONS

MATERIALS

Tape or visual recorder.

MATERIALS

GRADE 8-F

SUBJECT Social Studies

CLUSTER Recreation

JOB TITLE Park Manager/Ranger

CONCEPT

Recreation is an essential are of employment. Leisure time is an essential part of personal life.

PERFORMANCE OBJECTIVE

Students will plan, develop and outline a functional recreational park, working in groups or individually.

ACTIVITY

I. SITUATION

Americans, having more leisure time, are using more recreational areas than ever before. Camping, and recreational vehicles are becoming more common. We need more controlled areas with sanitary conditions for public use.

II. STEPS

1) Have students list all of the facilities of a camping park that they can think of. Go over lists orally with class for ideas.

2) Have students sketch a park with what they would like in the way of facilities.

3) Group students together, in two's, and have them discuss their ideas together and incorporate the two ideas.

4) Have students do a couple of preliminary drawings together.

5) Give each pair of students a 12X18 inch piece of paper and have them do their final drawings.

6) When the drawings are completed, students should figure:

a) the number of employees it would take to run the park
b) what the total cost of operation would be and,
c) how much the charge

RECOMMENDATIONS

MATERIALS

12X18 construction or drawing paper

MATERIALS

GRADE 8 - H

SUBJECT Social Studies

CLUSTER Personal Service

JOB TITLE Mortician

CONCEPT

Historically and culturally, man man has cared for the dead bodies of his kind.

PERFORMANCE OBJECTIVE

Students would be able to compare ancient ways of preparing a body for burial as compared to modern methods.
Upon the satisfactory completion of the Social Studies unit on morticians, the student will be able to accurately compare ancient and modern methods of preparing a body for burial.

3

RECOMMENDATIONS

ACTIVITY

I. SITUATION

Many areas could be used here, burning of bodies, burial, underground, above ground, tombs, and so on.

II. STEPS

1. Ask a local funeral director to come to the classroom and discuss with students what their occupation is all about. This should fit in well with the chapter in Egypt and mummification. Ask him if he would compare the Egyptian way of preparing the body for burial and modern methods.
2. He may be able to give some ideas on job related fields. The class could possibly come up with many of their own. Example: casket builders, various types of equipment used.

MATERIALS

GRADE 8 - J'

SUBJECT Social Studies

CLUSTER Transportation

JOB TITLE Pilot

CONCEPT

modes of transportation have changed throughout history.

PERFORMANCE OBJECTIVE

Explain the types of jobs that pilots may obtain. At the end of this unit, the student should have a better knowledge of the types of jobs that flight personnel might obtain.

Upon the satisfactory completion of the social studies unit on transportation, the students will be able to accurately compare the different types of transportation and job availability in each area.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

With the higher costs of fuel and autos, more people are turning to public transportation today than ever before.
Air travel, with its speed and safety, has become one of our chief modes of transportation.

II. STEPS

1. Contact the Idaho Air National Guard
   Boise Air Terminal
   (Gowen Field)
   Boise, Idaho 83701

   There are a number of pilots at the Air Guard Base that are willing to come to the school and give a talk on pilot training. Some pilots hold teaching certificates, but most are well educated and can do a good job.
   You can ask them to cover a specific subject, such as:
   a. education that you must have to enter pilot training.
   b. types of jobs available to pilots (military, and civilian) and types of jobs for flight personnel other than pilots.
   c. types of jobs that some of the Air Guard Pilots hold as civilians.

   You may contact operations by calling Idaho Air Nat. Guard
   Col. Dale J. Hendry 385-5321

   d. they also have a short film on the Air Guard that explains their mission and so on.

MATERIALS

GRADE 8-12

SUBJECT Social Studies

CLUSTER Transportation

JOB TITLE Truck Driver

CONCEPT

Jobs obtainable in the field of transportation

PERFORMANCE OBJECTIVE

The students will be able to explain orally, or in writing, the seven steps indicated in the activity.

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ACTIVITY

I. SITUATION

You are going to truck goods from Boise to Sandpoint. A road map of Idaho, on the wall, will aide in giving instructions to the whole class. This cuts down on repeating answers to the same question many times.

II. STEPS

1) Start by explaining how to unfold and fold a map properly.

2) Explain map scale.

3) Explain map grid.

4) Explain legend and how to read it.

5) Explain how to figure highway-mileage.

6) Explain insets for larger cities.

7) Each student is taking a truck from Benton Iron Works, located on Highway 21 at the East end of Boise, to Sandpoint, by the shortest and best route. (A prepared sheet, changed as you like, provides the student activity.)

8) What street in Boise is the Benton Iron works location?

9) You want to take State Street out of Boise. What is the number of this State Highway?

10) How many miles is it from Boise to the turn-off to go North?

11) After you have turned North, what is the first town that you must drive through?

12) What are the speed limits on Idaho's Highways for both day and night?

RECOMMENDATIONS

MATERIALS

Official Idaho road maps - Class set, obtained from the Department of Highways. Printed question sheet.

MATERIALS

GRADE 8-J[2]

SUBJECT Social Studies

CLUSTER Transportation

JOB TITLE Truck Driver

II STEPS

13) Name the first large body of water that you will come to.

14) You get as far as McCall and must stop for the night. You prefer to camp out for the night. Name the two camping areas that are close.

15) a) What highway number have you been traveling on?
b) What type highway have you been on? (State, interstate, or county)

16) Leaving McCall, what type and number highway are you traveling?

17) As you pass through Grangeville, you would like to tune in the local radio station. What are the call letters and frequency of the local station?

18) As you arrive in Lewiston, what river must you cross?

19) What highway should you take out of Lewiston?

20) How far will it be from Lewiston to Moscow?

21) What is the population of Moscow?

22) What are the grid coordinates of Moscow?

23) When you arrive in Coeur d'Alene, you need to know about the highway condition ahead. This information can be obtained by calling the highway district office in that city. What is the telephone number?

24) As you go through Coeur d'Alene, you may miss most of the traffic by taking what highway?

GRADE 8-12

SUBJECT Social Studies

CLUSTER Transportation

JOB TITLE Truck Driver

RECOMMENDATIONS

A discussion of these jobs may follow, as to what they may have to offer for employment, pay and so on.

ACTIVITY

II STEPS

25) What county will you be in when you complete y your trip?

26) When you get to Sandpoint, it is 10 P.M. What time is it in Boise?

27) Write down five other jobs that are related to this same field.

GRADE 8 - K'

SUBJECT Social Studies

CLUSTER Health Occupations

JOB TITLE Medical Technician

CONCEPT

Man has doctored himself and others throughout history.

PERFORMANCE OBJECTIVE

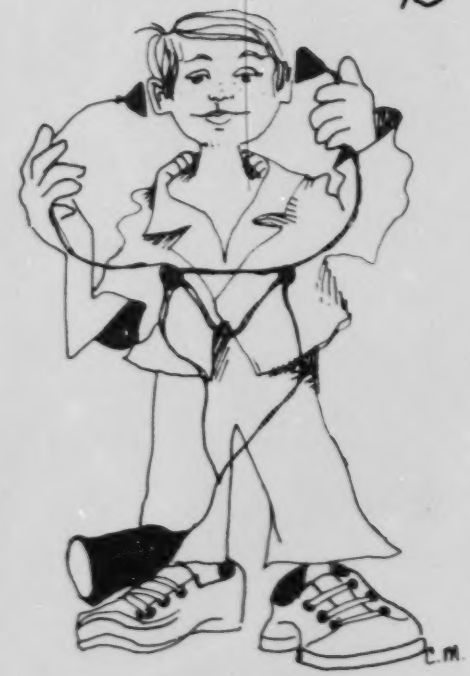
Students will realize the many various occupations in the field of health and medicine.

Upon the satisfactory completion of the Health Occupations unit, the students will have a general awareness as to the many various occupations available through the field of health and medicine.

ACTIVITY

I. SITUATION

There are a great number of occupations that are either hospital, health, or medicine connected that students have never heard of or know nothing about. This is an informative unit to introduce students to some of these fields.



II. STEPS

1. Have students list as many health and medicine occupations as they can think up. Can be done separately or in class discussion.
2. Some that may be included:
   - medical(lab) technician
   - x-ray
   - inhalation therapy
   - paramedic
   - R.N.
   - L.P.N.
   - anesthesiologist
   - bacteriologist
   - nurse's aid
   - medical librarian
   - mental health aid
   - EKG specialist
   - EEG specialist
   - chemists
   - radioisotope technician
   - male nurse (in great demand)

RECOMMENDATIONS

MATERIALS

GRADE 8 - K[2]

SUBJECT Social Studies

CLUSTER Health Occupations

JOB TITLE Safety Engineer

CONCEPT

Through the centuries health and safety have become increasingly important

PERFORMANCE OBJECTIVE

Students will have an understanding of types of occupations that might be available in the safety-maintenance field.

After satisfactory completion of the Safety Engineer Unit, the students will have a general understanding of the different types of occupations available in the safety - maintenance field.

RECOMMENDATIONS

There are several good safety films at the I.M.C. that would work in well with this unit. These films would help students in finding unsafe conditions.

ACTIVITY Page 1 of 6

I. SITUATION

Many accidents happen both in the home and in public buildings, both on the job and off the job. Many are caused by carelessness. The lack of proper maintenance of equipment and the taking of chances also add to the number of injuries and deaths each year.

Lead in story, "I Nearly Killed My Brother" M/Sgt Wm. H. Weaver, Dir. Aerospace Safety, U.S.A.F. (story attached)

II. STEPS

1. After leading into the subject of safety, throw out the subject as an open discussion. Encourage students to tell about a few accidents that they have seen. Get them interested in telling how the accident might have been avoided or prevented.

2. Observation
   a. Homework assignment. Have students look around their own home, both indoors and out, for possible safety hazards. (Ask each student to find at least five.)
      Possible hazards:
      1. Too many appliances attached to an extension cord.
      2. A ladder with loose or broken rungs.
      3. Loose or broken porch or stair steps.
      4. Curled edge of carpet, or throw rug that may be on a slick floor.
      5. Medicine, cleaning fluids, or bleaches within reach of small children.
      6. Unlit walkways, open ditches, loose stepping stones.

(CONTINUED)

MATERIALS preprinted inspection sheets 3" x 5" cards safety pins
any film that you might want to include.

MATERIALS

GRADE 8 - K[2]

SUBJECT Social Studies

CLUSTER Health Occupations

JOB TITLE Safety Engineer

CONCEPT

PERFORMANCE OBJECTIVE

RECOMMENDATIONS

ACTIVITY Page 2 of 6

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I. SITUATION

II. STEPS

b. In class: have students tell what can be done to correct the hazards that they have found. Discuss their ideas in class, and encourage students to carry out corrective actions.

3. Badges
Have students make badges for identification. Example: This could act as their hall pass while they were conducting their inspections.

SAFETY ENGINEER
INSPECTION TEAM # 5
James Smith
Social Studies 8
Mrs. Jones

4. Teams
Send out teams of 2 students each throughout the school both indoors and out, looking for unsafe conditions.
Examples:
1. Loose or cracked window glass that might fall; burned out hall lights; cracked walks that might cause a fall, equipment lying around on the gym floor, etc.
One team of inspectors, one of your better students, might be asked to contact a custodian (after you have talked to him first) to look over ladders and other equipment that he has to use, for safety.

5. In class:
Compile a list of the most serious safety hazards that were found in and around your school. Next figure out possible remedies for the hazards. (CONTINUED)

MATERIALS

GRADE 8 - K-2

SUBJECT Social Studies

CLUSTER Health Occupations

JOB TITLE Safety Engineer

ACTIVITY

I. SITUATION

CONCEPT

PERFORMANCE OBJECTIVE

II. STEPS

5. (Continued)
   A list of these items may then be presented to the principal of your school, if he would like to enter into this activity with the students.
6. Example of possible form for inspection: (attached)
7. As a wrap-up to this activity, it would be well for the students to discuss the successes of their unit on safety and see how many other occupations might also be involved in the same field.

(CONTINUED)

RECOMMENDATIONS

MATERIALS

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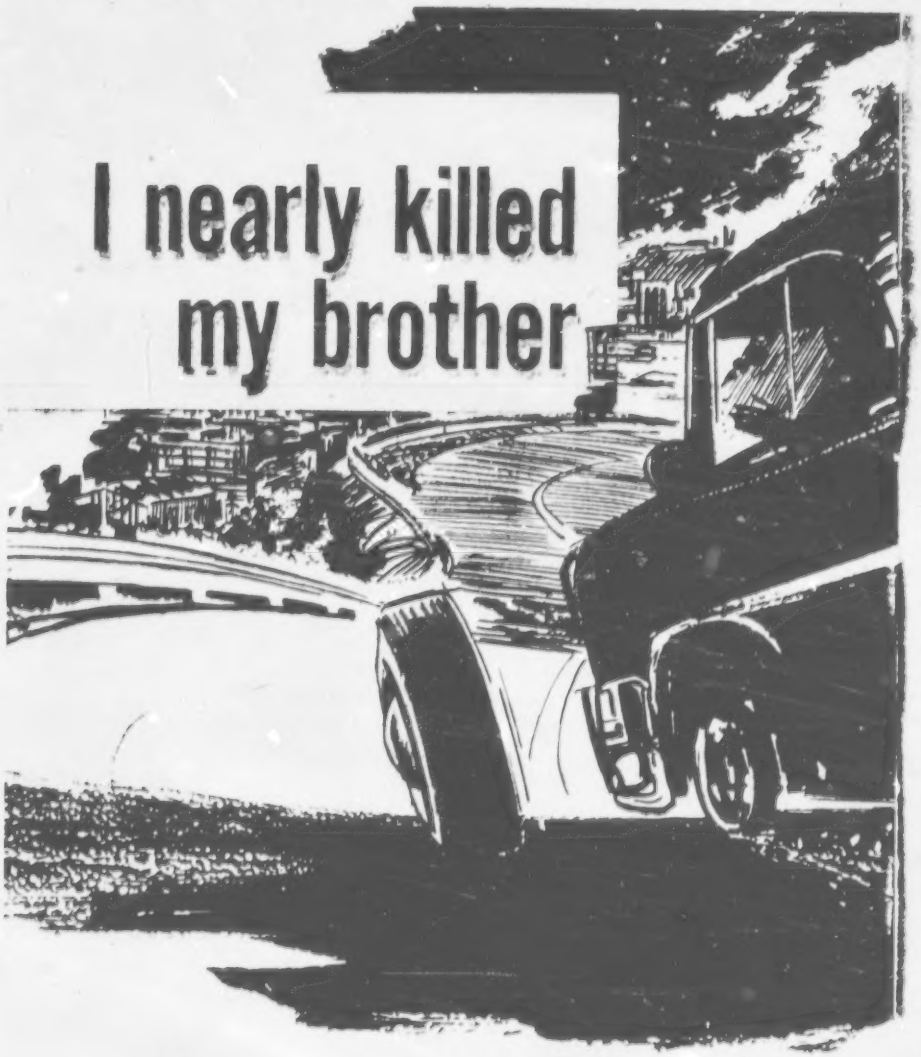
GRADE 8 - K2
SUBJECT Social Studies
CLUSTER Health Occupations
JOB TITLE Safety Engineer



I nearly killed my brother

MSgt WILLIAM H. WEAVER
Directorate of Aerospace Safety

One morning I had some business in CBPO and the first person I encountered was Ralph Berger, a clerk in the records section. I remember Ralph from the newcomers orientation a couple of months back. He stood out in my mind because of his several intelligent questions after the briefing on state laws. After that I saw him frequently at the Auto Hobby Shop and the base service station. His car, a 1972 Dodge Charger, was his pride and joy.

Ralph pointed out the office I was looking for and as I headed that way I was stopped by MSgt Brown, supervisor of the records section. He told me of plans for a special safety briefing for the troops prior to the upcoming July 4th weekend. Because one of the airmen in the training office was killed in an automobile accident on Memorial Day, the Colonel wanted a strong safe driving pitch. Sgt Brown asked me to suggest a good movie. I told him I would get back to him with a suggestion before the day was over.

On the way back from lunch, I noticed Ralph Berger walking along the road from the service station and offered him a ride. When we arrived at the parking lot, two cars were blocking the entrance. One, a 1959 Chevrolet sedan, had made a wide turn while exiting and struck a small Datsun station wagon which was entering. Ralph shook his head and remarked how unnecessary and said that most accidents could be avoided if people would just take enough time.

As I pulled into a parking space, I asked Ralph if he had ever had an accident. He turned and said, "No, I haven't, but I have seen some bad ones and I nearly killed my brother!"

"You seem to be pretty safety minded," I said. "Checking your car, keeping it serviced, reading the rules of the state, using your seat belt. How did you nearly kill your brother?"

I noticed Ralph was hesitating in getting out of the car. He turned to me with a funny look in his eye and said, "Would you believe I left a cotter pin out of a front wheel."

"You did what?"

His story is about as follows:

Ralph had an older brother who worked as a salesman and traveled a great deal. Ralph said he had always loved cars and would work on them anytime he could. His brother had dropped off his personal car for Ralph to do a brake job on while he was gone on his weekly route. Ralph was a high school senior and was attending pre season football practice each afternoon before school started. During the week he had worked on his brother's car and decided to finish the brake job before prac-

tice on Friday. He rode his bicycle to the auto parts store and picked up a set of wheel cylinder kits his brother had already purchased the new set of brake shoes.

Ralph said the job went well and everything fit. He was able to finish the job except that he didn't have a cotter pin for the left front wheel. He said he thought about putting a nail in for a cotter pin but was pressed for time. He had to drop off the jack stands he had borrowed at the school auto shop before practice anyway, and could probably pick up a cotter pin there. He decided to drive his brother's car to school, drop off the jack stands, get the pin and put it in. The auto shop was closed, so Ralph said he checked the axle nut, saw it was still tight and decide to run by the auto parts store after practice and pick up a cotter pin. He left the hub cap in the seat as a reminder so he wouldn't forget.

Because it was Friday and the team wouldn't drill again until Monday, practice was longer than usual. After a quick shower, Ralph jumped in the car and drove to the auto parts store only to find it was closed. Since his brother wasn't due home until Saturday afternoon anyway, he decided to wait until morning to get a cotter pin.

Tired from a full day of working on the car and the heavy football practice, Ralph ate a hearty meal and went to bed early.

Around midnight Ralph's brother arrived home. His company car was nearly out of gas so he decided, since his car appeared to be fixed, to use it to take the branch manager home, a distance of about 20 miles. On the return trip, while rounding a slight bend in the road at 50 MPH, the left front wheel came off. Ralph's brother was seriously injured when the car overturned.

As Ralph ended his story he turned to me and said, "So you see, Sarge, I nearly killed my brother with one little, seemingly innocent mistake. I took a chance without evaluating the possible effect. So now I think about everything I do. I try to make sure things are right and I use my seat belts because they will protect me. I keep my car in good shape and myself in top mental and physical condition not only to protect me and my family but others on the road with me; and I try to tell others about my own careless act and how I almost killed my brother."

Suddenly, looking at his watch, he said "Wow, it's two o'clock. Sgt Brown will be all over me." He unbuckled his seat belt, opened the car door and started moving all in one motion. I followed him, mainly to explain to his supervisor where he had been. As I entered the building, I met Sgt Brown coming down the hall. He immediately asked about my suggestion for his pre-holiday briefing program. I had forgotten all about it.

"Why not ask Airman Berger to give a pitch on safe driving."

At that point Ralph came up to explain his tardiness. I repeated the suggestion and Ralph agreed he would do it. I have heard many remarks since about Ralph's story.

In 1973, 247 members of the USAF were killed in private motor vehicle accidents. I wonder how many didn't die because of people like Ralph Berger who, having learned a dramatic lesson, attempt to motivate and to help others, by telling their stories. ★

(Names and places are fictitious)

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GRADE 8 - K 2
SUBJECT Social Studies
CLUSTER Health Occupations
JOB TITLE Safety Engineer

Sample Inspection Form

SAFETY INSPECTION TEAM

TEAM NUMBER 5

We have found a possible safety hazard in area

LIBRARY SW. CORNER NEAR WINDOWS

Hazard CARPET CORNER HAS COME UP FROM FLOOR - STUDENT TRIPPING COULD FALL.

Possible prevention of an accident would be to

REGLUE CARPET

Inspectors [signature]

[signature]

GRADE 8 - 1

SUBJECT Social Studies

CLUSTER Public Service

JOB TITLE Ambulance Driver

CONCEPT

Men have helped others of their own kind for centuries.

PERFORMANCE OBJECTIVE

Class will learn about the training of ambulance drivers and related fields.
Upon the satisfactory completion of the social studies unit dealing with ambulance drivers, the students will be able to describe the necessary training involved in becoming an ambulance driver.

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ACTIVITY

I. SITUATION

A number of young men have gone into this field as professional ambulance drivers. They are well trained and highly motivated people.
After hearing several of these people tell about their program and training, I'm sure that they would hold class attention very well.

II. STEPS

1. Contact one of the local ambulance companies and ask if they would send a representative to the class. Ask that they discuss the training program, schooling needed, payscale, working hours, and this sort of thing.
2. The I.M.C. has at least one good film on this type of work.
3. In discussion with the class, bring in related fields, example - paramedic, emergency rescue.

RECOMMENDATIONS

MATERIALS film from I.M.C.

MATERIALS

GRADE 8-M

SUBJECT Social Studies

CLUSTER Agriculture & Natural Res.

JOB TITLE Farmer

CONCEPT

Self-employment as a farmer.

PERFORMANCE OBJECTIVE

Students will be able to relate, orally or in writing, the development of early farming methods.

ACTIVITY

I. SITUATION

To be used with any unit that involves farming, from the first known farming, or cultivation of crops, to modern types.

II. STEPS

1) Class will name all of the natural resources that are used by farmers. Put these on the board.

2) Students can do some research in the text book on early society and the earliest known farming and methods.

3) Discussion:
- A) Was the first hunter a type of farmer?
- B) What about the first gatherers?
- C) When did man first begin to cutivate crops?
- D) What members of society first farmed?
- E) What did the first farmer raise?
- F) How did the early farmer preserve foods?

RECOMMENDATIONS

To make this unit interesting, it is suggested that students bring cans and different seeds. Have them start a window farm.

MATERIALS

Text. Any film on farming can also be added to this unit. If field trips are possible, take one to a local farm, or have a farm agent talk to the class on what types of crops are best in the particular area.

MATERIALS

GRADE 8-N

SUBJECT Social Studies

CLUSTER Marine Science

JOB TITLE Marine Biologist

CONCEPT

PERFORMANCE OBJECTIVE

Students will be given a background in Marine Science and the job and career opportunities in the Last Frontier, the sea.

ACTIVITY Page 1 of 2

I. SITUATION

It should be explained to students that along with space, the sea is one of our last frontiers. Very little is really now known about it, and that many studies of the depths are now in progress.

II. STEPS

1) Read, or have a student read "The Matchless Phenomenon of the Sea", all or part. Start on page 9. (This goes to page 14.) With the projector, put page 15 on the screen or wall. (The animalphyla.) Since this is not a science unit, we are not trying to teach the phyla and students shouldn't be tested over this. It is intended only to introduce and create interest.

2) Foldout, page 24-25, is excellent. Students can act as though they were actually biologists working under water and write short logs, or reports, on what they are finding. They can try and classify these as to phyla.

3) There are many good pages in color that can be used, depending on how long you want to run the unit. But, to get interest, have student hang a large sheet or paper on the wall and start an underseas scene. Several types, as students would like, may be used. Suggested: A) A plain underseas scene may be used.
B) An underseas farm, with skindivers tending it, may be pictured.
C) An underseas city, to help with the population explosion, may be pictured.
These few suggestions will give you something to go on. It should be left up to students as to the type mat they would like to use.

RECOMMENDATIONS

MATERIALS

Life nature library The Sea, Time-Life Book, from school library.
Opaque projector
Cork board, or wall, white paper for same.

MATERIALS

GRADE 8-N

SUBJECT Social Studies

CLUSTER Marine Science

JOB TITLE Marine Biologist

ACTIVITY

4) Some of the class may want to do this as a model from, and build this or another scene on a piece of cardboard. The two could be done at the same time using most of the class.

GRADE 9-A'

SUBJECT Social Studies

CLUSTER Home Economics & Consumer Education

JOB TITLE Director of Recipe Development

ACTIVITY

I. SITUATION

During the study of the Black culture, the students will explore the popularity of "Soul" food and prepare a sample of various dishes.

CONCEPT

Preparation of ethnic foods require knowledge of culture.

PERFORMANCE OBJECTIVE

The student will be able to prepare authentic Soul foods and explain the basis for the foods.

II. STEPS

1) Discuss with students the effects of poverty on diet.

2) Have students research some examples of Soul food such as chitterlings, hog back, grits, greens and hominy.

3) Have students prepare samples of Soul foods for the class and explain preparation.

RECOMMENDATIONS

MATERIALS

Reference book available at Boise Public Library: Soul Food Cookbook, Hettie Griffin

MATERIALS

GRADE 9-A²

SUBJECT Social Studies

CLUSTER Home Economics & Consumer Education

JOB TITLE Baker

ACTIVITY

I. SITUATION

During study of Colonial Period, discuss with students time-consuming activities now handled by local businesses.

CONCEPT

Technology has brought about easier working conditions through use of machines.

PERFORMANCE OBJECTIVE

The student will prepare, from scratch, a bread product and serve it to the class.

II. STEPS

1) Discuss with students the making of bread and bread products.

2) Have students make, from scratch, a loaf of bread or other bread product and serve it to the class.

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9-A3

SUBJECT Social Studies

CLUSTER Home Economics & Consumer Education

JOB TITLE Chef

ACTIVITY

I. SITUATION

During the study of the Jewish culture, the students will research the Jewish dietary laws and prepare an authentic Jewish food.

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CONCEPT

Preparation of ethnic foods require knowledge of the culture.

PERFORMANCE OBJECTIVE

The student will be able to prepare authentic Jewish foods and explain the basic dietary rules as they pertain to the Jewish religion.

II. STEPS

1) Discuss with students the Old Testament dietary laws as they pertain to preparation of Jewish food.

2) Have students research some Jewish foods such as bagels, lox, blintzs, and borsch.

3) Have students prepare samples of Jewish foods for the class and explain preparation.

RECOMMENDATIONS

MATERIALS

Reference book available at Boise Public Library:
Jewish Cookery in Accordance with Dietary Law, Leah Leonard

MATERIALS

GRADE 9-A4

SUBJECT Social Studies

CLUSTER Home Ec. & Consumer Ed.

JOB TITLE Fashion Designer II

CONCEPT

Fashion designers must be cognizant of past trends in fashion.

PERFORMANCE OBJECTIVE

Student will report to class the cyclis nature of fashions. They will produce a fashion show showing repetition of fashions.

ACTIVITY

I. SITUATION

In discussing how fashions reflect attitudes, have students research fashions and repetition of styles.

II. STEPS

1) Discuss with students repetition of styles.

2) Have students research and draw conclusions through comparing present styles with those that they copied.

3) Have students prepare fashion show centered around decades beginning with the turn of the 20th century.

RECOMMENDATIONS

Music of the various decades could also be used as background for the fashion show.

MATERIALS

MATERIALS

GRADE 9-B

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE

CONCEPT

Every occupation contributes to society.

PERFORMANCE OBJECTIVE

The student will be able to portray the increasing importance of leisure-time activities and expanding opportunities for related careers as measured by oral or written test.

ACTIVITY

I. SITUATION

Students will be able to identify various leisure-time activities and their effect on occupations.

II. STEPS

1) Have students develop a list of adult leisure-time activities.

2) Have the class categorize the activities into those that require training, special equipment or an investment of money; and those that do not. A bulletin board could be made for each category, using pictures from magazines.

3) Have students react to the statement, "Your leisure is our business." Ask them to describe new careers that are opening up because of a general increase in leisure time.

4) Divide the class into groups. Have them choose one leisure-time activity and construct a comprehensive chart of all the obvious and hidden occupations possible.

5) Discuss the shorter work week and its effects on leisure-time activities.

RECOMMENDATIONS

MATERIALS

Magazines

MATERIALS

GRADE 9-B[2]

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Tool-Maker

CONCEPT

Modern techniques have caused great changes in career requirements.

PERFORMANCE OBJECTIVE

The student will be able to manufacture a steel or iron tool in conjunction with a shop class.

ACTIVITY

I. SITUATION

During discussion of early American manufacturing processes, the student will manufacture, using modern methods, an iron or steel tool.

II. STEPS

1) Discuss with students early American manufacturing processes, including use of coal forging and hot forging methods used by early blacksmiths.

2) Have student manufacture a tool using modern methods.

3) Have student submit written report and/or discuss in class a comparison of old methods with modern methods in tool-making.

4) Possible tools to make:

nail	file
chisel	saw
hammer	knife blade

RECOMMENDATIONS

This will need to be a cooperative project with a shop teacher.

MATERIALS

MATERIALS

GRADE 9-B3

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Furniture-Maker

CONCEPT

Work experience facilitates career decision-making.

PERFORMANCE OBJECTIVE

The student will prepare a piece of usable furniture using techniques and tools, if available, as used in Colonial America.

RECOMMENDATIONS

Arrangements may be made with a shop teacher for an inter-disciplinary study.

ACTIVITY

I. SITUATION

When studying Colonial America the student will prepare a piece of Colonial furniture.

II. STEPS

1) Discuss with students the tools available to Colonial craftsmen and the necessity of utilitarian design.

2) Show students pictures and drawings of Colonial furniture.

3) Discuss requirements of project such as no power tools, use of tools available in Colonial period, etc.

4) After discussion of project, students may desire to team up in groups to construct project.

5) After completion, have students bring their projects to class and present oral reports describing their projects and the difficulties involved.

MATERIALS

MATERIALS

GRADE 9-8

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Architect

CONCEPT

New careers have been created through use of modern materials and techniques.

PERFORMANCE OBJECTIVE

The student will be able to submit a blocked-out drawing of a modern residential structure.

ACTIVITY

I. SITUATION

When studying Westward Movement, the student will compare complexity of modern structures with early settlers' homes.

II. STEPS

1) Discuss with students simplicity of log cabin type structures and discuss improvements due to modern manufacturing techniques and how architects have been influenced and made use of modern materials.

2) Student will submit drawings of a modern home wherein he/she has made use of modern manufactured products to as large degree as possible; such as large glass panals, lighting, plywood sheeting, precast concrete beams, preformed concrete foundation, fiberglass construction.

3) Have student demonstrate his/her plan to class and explain use of modern materials.

RECOMMENDATIONS

The school's drafting teacher should be a good resource person.

MATERIALS

Graph paper, ruler

MATERIALS

GRADE 9-B5

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Toy Manufacturer

CONCEPT

Entertainment produces many jobs.

PERFORMANCE OBJECTIVE

The student will make and display a toy or plaything as used by children during the Westward Movement.

RECOMMENDATIONS

The Idaho Historial Museum has a display of old toys.

ACTIVITY

I. SITUATION

While studying the Westward Movement, the student will investigate toys or playthings used during the period and compare them to present-day toys.

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II. STEPS

1) Discuss with students the toys used by children during the Westward Movement period and the materials available for the construction of these toys.

2) Have students construct toys, such as corn-husk dolls, the bull roarer and the ring and pin game. Directions:

a) The Bull Roarer: Find a thin, flat scrap of wood (the thinner the better). Taper the edges slightly with sandpaper. Drill a hole through the center of one end of the wood and tie a piece of string 3 - 4 feet long through this hole. (The hole may be made with a nail.) Hold on to the string tightly and spin the bull roarer in circles above your head.

b) The Ring and Pin Game: Take a 10-inch stick and carve one end to a dull point. Find a piece of string about 3 feet long and tie it to the uncarved part of the stick. Find 6 to 8 rings all about 2 to 4 inches across. (You can use curtain rings or cut rings from heavy cardboard tubes.) Put all the rings but one on the string. Then tie the remaining ring to the free end of the string and you're ready! Just toss the rings up into the air and try to catch them with the pointed end of the stick.

MATERIALS

MATERIALS

GRADE 9-B

SUBJECT Social Studies

CLUSTER Industrial Arts

JOB TITLE Candle-Maker

CONCEPT

Activities which were once careers by necessity have become recreational activities.

PERFORMANCE OBJECTIVE

The student will make a candle and explore difficulties in studying by candlelight and report to the class on the improvements in modern methods of illumination as measured by making one candle and giving the class an oral report.

ACTIVITY

I. SITUATION

In studying the American frontier, the student will hand-dip a candle and use it for light to study by.

II. STEPS

1) Discuss with students difficulties involved in studying by candlelight.

2) The student will braid a wick and hand-dip a candle.

3) The student will then use the candle to read by; thereby, exploring difficultie and hazards involved in using candles as the sole source of illumination.

4) Discuss the implication of candlelight on lifestyle of settlers.

RECOMMENDATIONS

MATERIALS

Wax, string

MATERIALS

GRADE 9-C

SUBJECT Social Studies

CLUSTER Arts & Humanities

JOB TITLE Sign Painter II

CONCEPT

Certain careers require versatility in suiting the product to the customer.

PERFORMANCE OBJECTIVE

The student will be able to write a story using Indian symbols.

ACTIVITY

I. SITUATION

During unit on American Indians, discuss with students art of Indians used in record keeping.

II. STEPS

1) Show students examples of Indian symbols.

2) Have students write a story using Indian-like symbols.

3) Have students exchange stories to explore decipherability.

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9 - C[2]

SUBJECT Social Studies

CLUSTER Arts & Crafts

JOB TITLE Rug Maker

CONCEPT

Technological advances have caused great changes in careers.

PERFORMANCE OBJECTIVE

The student will be able to compare early American rug-making techniques with modern rug-making.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

In studying colonial life, the student will be able to construct a sample braided rag rug.

II. STEPS

1. Have students research methods of making braided rag rugs and necessity of pioneers to utilize resources to their fullest extent.
2. Have students construct a small sample of a braided rag rug.
3. Have students research modern methods of rug making.
4. Present comparison of colonial and modern techniques to class.
5. If possible, obtain a modern braided rug to show class with sample of students' braided rug.

MATERIALS

GRADE 9 - C3

SUBJECT Social Studies

CLUSTER Arts & Humanities

JOB TITLE Designer of Jewelry

CONCEPT

Jewelry can be used as an insight into the history and culture of a people.

PERFORMANCE OBJECTIVE

The student will be able to design a piece of jewelry reflecting the culture of a particular Indian tribe and explain relationships between the design and that culture.

ACTIVITY

I. SITUATION

In studying various Indian tribes, discuss with students role played by jewelry in various cultures.

II. STEPS

1. Discuss limitations in jewelry due to natural resources which are available.
2. Have students research symbols used by Indian tribes.
3. Have students design a piece of ornamentation using authentic materials and design.
4. Have students present their work to the class and explain the meaning of their design and use of materials.

RECOMMENDATIONS

MATERIALS

GRADE 9 - C[4]

SUBJECT Social Studies

CLUSTER Arts & Humanities

JOB TITLE Muralist

CONCEPT

Art can reflect the history and culture of a people.

PERFORMANCE OBJECTIVE

The student will be able to present to the class an original mural of his own design and execution and explain processes used and design.

ACTIVITY

I. SITUATION

In studying the Mexican-Americans and their arts, the student will be able to design and present to the class an original mural depicting the history of a particular period in American history.

II. STEPS

1. Discuss with students popularity of murals as an art form in the Mexican culture. Research Diego Rivera as an example of a famous muralist.
2. Have students design a mural choosing their own theme.
3. Have students present their completed mural to the class and have the class speculate what the meaning of the mural is.

RECOMMENDATIONS

MATERIALS

GRADE 9 - C5

SUBJECT Social Studies

CLUSTER Arts & Humanities

JOB TITLE Procurer for Museum

CONCEPT

Certain present jobs require background in social studies.

PERFORMANCE OBJECTIVE

The student will be able to present to the class a drawing or sketch of a museum exhibit depicting some facet of life of early Boise.

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ACTIVITY

I. SITUATION

During the study of the Pacific Northwest, the student will research what the city of Boise was like in about 1890, 1910, and 1930. The student will then prepare a sketch or drawing for a museum depicting Boise at that time.

II. STEPS

1. Discuss with students design limitations such as limited space, presentation of concept in simple form.
2. Have students research what Boise was like at a particular time using the microfilm library at the Statesman.
3. Have student make drawings of display of facets of life in Boise that he has chosen.
4. Have student present drawings to the class.

1

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RECOMMENDATIONS

A follow-up activity might be to speculate what Boise will look like in 2000 A.D.

MATERIALS

GRADE 9 - C[6]

SUBJECT Social Studies

CLUSTER Arts and Humanities

JOB TITLE Related Activities

ACTIVITY

I. SITUATION

Through familiar songs, students will identify various occupations and evaluate how occupations become obsolete.

CONCEPT

People must adapt as the world changes.
A person may be suited for several careers.

PERFORMANCE OBJECTIVE

The student will be able to indicate numerous ways in which changing demands for goods and services affect careers.

II. STEPS

1. Play familiar folk or traditional songs, such as "Erie Canal", "John Henry", or "I've Been Working on the Railroad".
2. Ask the students if they can identify any other songs that have to do with work (sea chanteys, whaling songs, canal and river-boat songs, cowboy songs)
3. Identify each writer's occupation. Is the same kind of work being done today? If not, why? If the job still exists, has it changed? In what ways?
4. Discuss what happens to someone whose job becomes obsolete.

RECOMMENDATIONS

MATERIALS Books and recordings of folk and traditional songs.

MATERIALS

GRADE 9-D

SUBJECT Social Studies

CLUSTER Business & Office

JOB TITLE Teletype Operator

CONCEPT

Technological advancements have changed job requirements and equipment.

PERFORMANCE OBJECTIVE

The student will be able to demonstrate and explain theory of telegraph operator.

ACTIVITY

I. SITUATION

In the study of the Pony Express and the building of the telegraph system the students will construct working model of telegraph.

II. STEPS

1) Discuss with students the improvement in communication from the Pony Express to the use of the telegraph.

2) Have students construct model telegraph with flashlight batteries as power source.

3) Explain necessity of Morse Code.

4) Have students set up model in classroom to demonstrate sending messages.

RECOMMENDATIONS

MATERIALS

insulated copper wire
blocks of wood
16d nails
dry cell or flashlight batteries
old tin cans
brass or steel screws

MATERIALS

GRADE 9-E

SUBJECT Social Studies

CLUSTER Communication & Media

JOB TITLE Radio Industry

CONCEPT

Radio entertainment has changed over the years.

PERFORMANCE OBJECTIVE

Students will write and produce radio play.

ACTIVITY

I. SITUATION

In discussing 1920's, have students write and produce radio play.

II. STEPS

1) Discuss with students the development of radio as entertainment during the 1920's and decline of radio plays as a result of T.V.

2) Have students write radio play utilizing sound effects.

3) Have students produce radio play on tape recorder to play for class.

4) Discuss creation of occupations as a result of radio, such as writer, producer, director, sound technicians, players, sound effect men, musician, announcer, etc.

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9-E 2

SUBJECT Social Studies

CLUSTER Communications

JOB TITLE Television Operator

CONCEPT

Modern communication media influences in various careers.

PERFORMANCE OBJECTIVE

The student will list variety of careers demonstrated on T.V. during prime time viewing and discuss correlation between those careers listed and number of people entering those careers.

ACTIVITY

I. SITUATION

During discussion of influence of mass media on the public, have students list various occupations viewed on T.V. during one evening.

II. STEPS

1) Discuss with students the influence of mass media.

2) Have students list careers viewed on T.V. during one evening's viewing. (Assign students to cover all three channels.)

3) Discuss in class student's findings and hypothesize significance.

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9-E3

SUBJECT Social Studies

CLUSTER Media

JOB TITLE Public Relations

CONCEPT

Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will create a pamphlet promoting Boise as a tourist attraction.

ACTIVITY

I. SITUATION

Students will examine the potential occupations involved in the tourist industry.

II. STEPS

1) Discuss with students ways to advertise Boise.

2) Have students design a pamphlet promoting Boise. This should include information which would be useful to a tourist, such as historical attractions, recreational activities, cultural attractions, etc.

3) Have students present their pamphlets to the class.

RECOMMENDATIONS

See activity 9-F.

MATERIALS

Chamber of Commerce brochures and pamphlets

MATERIALS

GRADE 9-F

SUBJECT Social Studies

CLUSTER Hospitality and Recreation

JOB TITLE Promotional Director

CONCEPT

Different occupations are interrelated in many ways.

PERFORMANCE OBJECTIVE

The student will be able to describe the range of careers in Boise that are related to the tourist industry.

ACTIVITY

I. SITUATION

Students will examine the potential in occupations by promoting tourism to Boise.

II. STEPS

1) Have students make a list of attractions that Boise could offer tourists, such as local products and crafts, historical attractions, natural wonders, recreational facilities and cultural attractions.

2) Have students review the commercial brochures and list occupations associated with the tourist industry, such as travel writers, artists, photographers, travel agents, public relations representatives, advertising personnel, tour guides, swimming instructors, motel managers, desk clerks, forest rangers, recreational directors, transportation services, restaurant owners, and shopkeepers.

3) Have students create a pamphlet promoting Boise including information which should be available.

RECOMMENDATIONS

MATERIALS

Chamber of Commerce travel folders, poster, brochures
Advertisements from Expo 74 could be used as an example

MATERIALS

GRADE 9 - G

SUBJECT Social Studies

CLUSTER Environmental & Control

JOB TITLE Industrial Inspector for EPA

CONCEPT

Changes & conditions in the world affect careers.
People must adapt as the world changes.

PERFORMANCE OBJECTIVE

The student will be albe to identify and describe a number of occupations that have changed or developed recently in response to the need to improve man's use of the environment.

ACTIVITY

I. SITUATION

The students will identify careers which have been developed recentl; due to our environmental crisis in the United States.

II. STEPS

1. Divide class into groups with each group being responsible for the creation of a collage depicting environmental problems. Each collage should have a theme such as air pollution, water pollution, waste disposal problems, noise problems, and so forth.
2. After completing the collages, discuss with the entire class what new environmental careers have been developed in each area, such as water conditioning, recycling plants, and inventors of pollution-control devices.
3. Through role-playing, students could become a counselor for a particular area and interview applicants.
4. Discuss with the class instances in history when the occurence of problems has stimulated the development of new careers.

RECOMMENDATIONS

MATERIALS magazines, newspapers, glue, scissors, cardboard.

MATERIALS

GRADE 9 - H

SUBJECT Social Studies

CLUSTER Personal Services

JOB TITLE Personnel Director

ACTIVITY

I. SITUATION

The student will identify stages of careers and levels of responsibilities including personality traits for each.

CONCEPT

Careers require different knowledge, abilities, attitudes.
Any career has levels of responsibilities.

PERFORMANCE OBJECTIVE

The student will be able to describe the normal stages of career progress in typical occupations.

II. STEPS

1. Remind students of the regular stages through which they pass as they go through school. Not only are there various grade levels, but schools are ranked by the terms primary, elementary, junior high, high school, college, university, graduate. In college, classes are ranked freshman, sophomore, and so on.
2. Ask students to give examples of similar numbering and ranking in the working world. Parallels might be used with the military service using noncommissioned ratings with officers.
3. Discuss parallels in almost all areas of work with the distinction between workers and management. Note the systems of numerical grade ranking and titles that are commonly used corresponding with level of responsibility.
4. At every opportunity, guide the conversation to personality traits, native abilities, and the education and training requisite for progressing up the career ladder.

RECOMMENDATIONS

Corporate structure of Boise Cascade and M-K could be utilized.

MATERIALS

GRADE 9-I

SUBJECT Social Studies

CLUSTER Manufacturing

JOB TITLE Industrial Engineer

ACTIVITY

I. SITUATION

The students will identify occupations which were in existence prior to the Industrial Revolution and their more modern counterparts. The students will also explore reasons for changes in occupations.

CONCEPT

1) Pre-Industrial Revolution and after

2) Changes and conditions in the world affect careers.

3) People must adapt as the world changes.

PERFORMANCE OBJECTIVE

The student will be able to describe a variety of occupations involved in mass production of a basic commodity and will understand the following four key concepts:

a) assembly line
b) interchangeable parts
c) automation
d) handmade goods vs machine-made

II. STEPS

1) Have students explore occupations which existed prior to the Industrial Revolution and of their present-day counterparts. Common "past" occupations include:

tinker	silversmith
cooper	tailor
whaler	glover
candlestick-maker	fishmonger
blacksmith	bootery

2) Have students construct banners for the guilds related to the occupations.

3) Have students select one or more occupational counterparts of early craftsmen's work to explore in terms of expanded job opportunities, increased complexity of the production process, and increased need for the resulting products.

RECOMMENDATIONS

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MATERIALS

Construction paper

MATERIALS

78

GRADE 9 - 1'

SUBJECT Social Studies

CLUSTER Transportation

JOB TITLE Railroad Engineers

CONCEPT

Technology causes changing requirements of occupations.

PERFORMANCE OBJECTIVE

The student will be able to describe the development of the railroad engine.

ACTIVITY

I. SITUATION

During the study of the Industrial Revolution the student will trace the development of the locomotive.

II. STEPS

1. Discuss with students the importance of development of railroads in American expansion.
2. Have students research development of locomotive.
3. Have students make sketches of the various stages of development such as early horse-drawn railroads, early steam engines to early sixteen wheeler, and diesel engines.
4. Have students present their sketches to class and explain the importance of each development.

RECOMMENDATIONS

MATERIALS

GRADE 9-J 2

SUBJECT Social Studies

CLUSTER Transportation

JOB TITLE River Pilot

CONCEPT

Changes and conditions in the world affect careers.

PERFORMANCE OBJECTIVE

The student will be able to portray the history of river travel through the use of models and the technological advancement that led to the development and need for the occupation of river pilot and how the occupation has developed since its initiation.

ACTIVITY

I. SITUATION

The student will construct models of riverboats depicting the evolution of river travel on the Mississippi during the period of Westward Expansion.

II. STEPS

1) Discuss with students the technology available to early river travelers and how the occupation of river pilot came to be necessary.

2) Have students construct models of riverboats depicting purpose and evolution. These models should include:

a) canoe
b) flatboat
c) keelboat
d) paddle-wheel steamer
e) modern tugboat and barges

3) Discuss with students various occupations and careers which existed along the Mississippi. Compare conditions which caused the need for river pilots and how technology has changed the mode of travel from c. 1800 to c. 1900.

RECOMMENDATIONS

Readings from Mark Twain.

MATERIALS

Construction paper

MATERIALS

GRADE 9 - K

SUBJECT Social Studies

CLUSTER Health Occupations

JOB TITLE Pharmacist

CONCEPT

Modern careers are dependent on previous developments

PERFORMANCE OBJECTIVE

The student will be able to describe a variety of Indian herbs used as cures and point out those which have proved useful in modern times.

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ACTIVITY

I. SITUATION

In studying the westward movement and settler conflict with the Indians, the student will investigate the herbs and cures used by Indians. The student will also point out those herbs which have proved useful in modern day.

II. STEPS

1. Discuss with students use of herbs and other natural cures used by Indians before the advent of the white man and his medicine.
2. Have students research herbs and natural cures used by Indians.
3. Students should make an effort to find samples of herbs.
4. The student will display to class herbs and natural cures, pointing out those cures that have proven to be useable in modern times. (such as iodine, quinine, peyote, cocaine)
5. Discuss home remedies used by the early Americans.

RECOMMENDATIONS

MATERIALS

GRADE 9-L/

SUBJECT Social Studies

CLUSTER Public Service

JOB TITLE Diplomat

CONCEPT

Every career requires some special preparation.

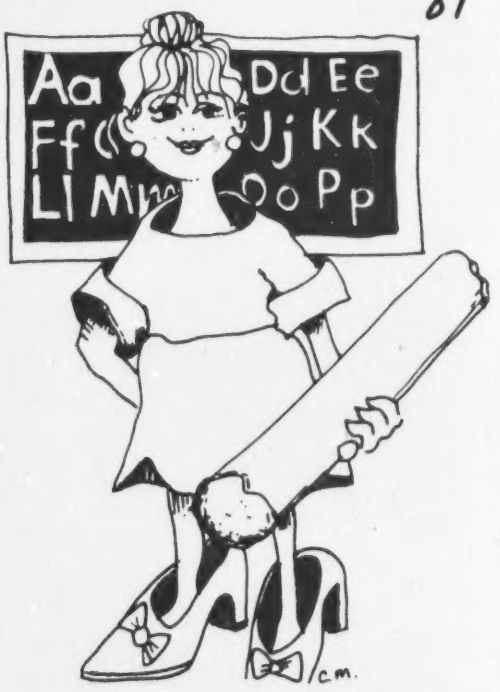
PERFORMANCE OBJECTIVE

The student will be able to portray the unique capabilities and training required for foreign-service appointments and comparable professional positions.

ACTIVITY

I. SITUATION

The student will become aware of the special requirements necessary to go into the U. S. Foreign Service by creating an imaginary ambassador to a specific country.



II. STEPS

1) Create a personal profile of an imaginary ambassador to a specific country in a social studies unit.

2) Students could look into necessary background of ambassadors, such as educational requirements.

3) Research the staffing of typical U. S. embassies, listing all the positions down to clerks and marine guards and providing brief descriptions of each job.

4) Students could describe an imaginary day in the life of an ambassador, including the food he/she might eat, the customs he/she must be familiar with, etc.

RECOMMENDATIONS

Research famous foreign diplomats from Benjamin Franklin to Henry Kissinger.

MATERIALS

U. S. Government documents available from the Civil Service

MATERIALS

GRADE 9-L[2]

SUBJECT Social Studies

CLUSTER Public Service

JOB TITLE City Planner

CONCEPT

Advancement of civilization and population growth has caused an increase in complexity of careers.

PERFORMANCE OBJECTIVE

The student will be able to construct a plan of a New England village of the 1700's and compare it with a plan of a southern plantation of the 1800's.

ACTIVITY

I. SITUATION

During the study of Colonial Times, the student will construct a plan of a New England village and a plan of a southern plantation and compare its sanitation, lighting, roads, shops, transportation, leisure activities, etc.

II. STEPS

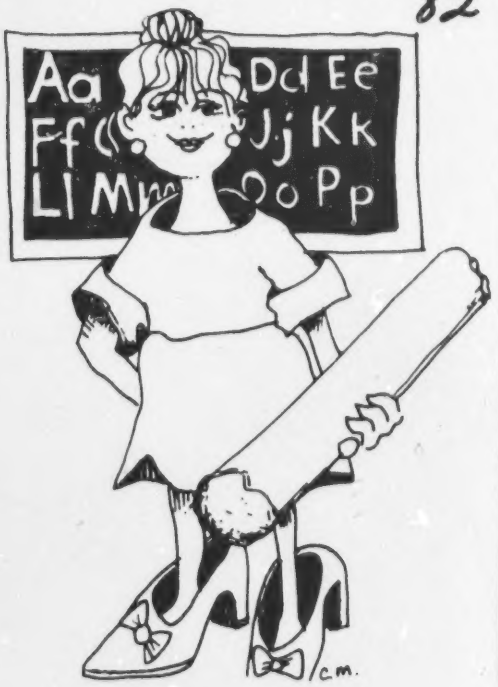
1) Discuss with students effects of geography on ways of life.

2) Have students draw a plot of a New England village and a southern plantation.

3) Discuss similarities and differences between New England village and southern plantation.

4) List the duties of a city planner at that time and at the present time.

5) Contact the Boise City Planners' Office or the Mayor's Office to find out the details of that job.



RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9 - L3

SUBJECT Social Studies

CLUSTER Public Service

JOB TITLE Army Officer

CONCEPT

Certain jobs require the study of history.

PERFORMANCE OBJECTIVE

The student will be able to diagram a famous historical battle.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

During the study of the American Civil War, discuss with students importance of strategy used in battle by officers.

II. STEPS

1. Have students research a particular battle during the Civil War.
2. Have students draw a diagram of troop movement.
3. Have students demonstrate their findings and explain troop movements and counter-movements to the class.

MATERIALS

GRADE 9 - L4

SUBJECT Social Studies

CLUSTER Public Service

JOB TITLE Mathematician

CONCEPT

The background of some careers has its origins in early history.

PERFORMANCE OBJECTIVE

The student will be able to relate the origins and development of English and Metric systems. The student should explore difficulties to be encountered in proposed shift from present system to Metric System.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

During the study of the American Industrial Revolution, discuss with students reasons for the U.S. being on the British system.

II. STEPS

1. Discuss with students differences between British and Metric Systems and difficulties caused by existence of two different systems of measurement.
2. Have student research development of both systems.
3. Have student present findings of research and discuss difficulties foreseen in proposed shift from present system to Metric.

MATERIALS

GRADE 9 - M'

SUBJECT Social Studies

CLUSTER Agriculture & Nat. Resources

JOB TITLE Tanner

CONCEPT

Purpose of careers has changed with requirements of culture.

PERFORMANCE OBJECTIVE

The student will be able to describe steps involved in preparing and processing in tanning procedures.

RECOMMENDATIONS

Tanning kits can be purchased as Sunset.

ACTIVITY

I. SITUATION

In discussing westward movement and the fur trade, have students tan a hide.

II. STEPS

1. Discuss with students differences between present day use of hides and uses by early settlers.
2. Have student procure hide, such as deer, rabbit, pheasant.
3. Have student research tanning process and use it on their animal hide.
4. Have students present findings to class and describe procedures.

MATERIALS

GRADE 9-M 2

SUBJECT Social Studies

CLUSTER Agriculture

JOB TITLE Farmer

CONCEPT

Modern conditions create the opportunity for the development of careers which were formerly a matter of survival.

PERFORMANCE OBJECTIVE

The student will be able to make up a list of those items necessary to sustain life during the people's crossing of a new land in a wagon and setting up a new home after reaching their destination.

ACTIVITY

I. SITUATION

During the study of the Westward Movement, the student will make up a list of those items to take with them in moving to their new home.

II. STEPS

1) Discuss with students need to limit weight and bulk.

2) Have students make up list of items available at that time (1850's) to take with them.

3) After students have completed their list, tell them that they must reduce their list by one half.

4) Discuss on what basis items were eliminated.

5) Students list those items which a farmer would need to take to new territory to set up a farm in the 1850's.

6) List the qualities a farm family would have to possess for such a venture.

7) Students list the modern counterparts of the items taken in the 1850's.

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9-M 3

SUBJECT Social Studies

CLUSTER Agriculture & Natural Res.

JOB TITLE Trapper

CONCEPT

In some careers, techniques and requirements have changed very little

PERFORMANCE OBJECTIVE

The student will be able to explain the steps involved in trapping an animal and preparing its skin.

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ACTIVITY

I. SITUATION

During study of Westward Movement and discussion of fur trade, the student will prepare a simulated stretching frame. The student should also explain techniques of trapping and preparation of the skin.

II. STEPS

1) Discuss with students fur trade in the Pacific Northwest.

2) Have students research trapping techniques, skinning and preparation of skin.

3) Have students construct simulated stretching frame. Have students explain various trapping techniques, skinning and preparation of skin and demonstrate stretching frame.

RECOMMENDATIONS

MATERIALS

willow branch
string
board and tacks

MATERIALS

GRADE 9 - N'

SUBJECT Social Studies

CLUSTER Marine Science

JOB TITLE Marine Geologist

CONCEPT

Modern careers enabled one to travel to many parts of the world.

PERFORMANCE OBJECTIVE

The student will be able to show on a map the routes of the principal underseas cables of the Atlantic.

ACTIVITY

I. SITUATION

When discussing communication with Europe during the latter 1800's, have students research the laying of the first underseas cable and construct a map showing principal routes of the underseas cables now in existence.

II. STEPS

1. Discuss difficulties (such as cable breaking, lack of knowledge of depth of ocean, and problems in sending messages) in laying underseas cable.
2. Student will construct a map showing the principal routes of underseas cables.
3. Students will display map and describe difficulties encountered in laying early calbes and in sending messages on early cables.
4. Have the students discuss influence of rapid communication in conducting world affairs (such as the White House Hot Line).
5. Discuss influence of satellite communications.
6. Other occupations which could be explored are skin diver, captain, navigator, oceanographer, seaman, engineer

RECOMMENDATIONS

See World Book Encyclopedia, Vol.3

MATERIALS outline world map

MATERIALS

GRADE 9-N[2]

SUBJECT Social Studies

CLUSTER Related Activities

JOB TITLE Navigator

CONCEPT

Modern techniques have enabled men to be more exact in their occupation.

PERFORMANCE OBJECTIVE

The student will be able to determine precise locations using a sextant he/she has made him/herself.

ACTIVITY

I. SITUATION

In discussing exploration and the use of clipper ships for transportation, discuss with students the role of the navigator. Have students construct a sextant with which they will determine their exact location.

II. STEPS

1) Discuss with students importance of navigator in determining longitude and latitude in degrees and minutes.

2) Have students construct sextant.

3) Students should determine the exact location in longitude and latitude of their home and school.

4) Have students demonstrate and explain use of sextant to class.

RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9-N 3

SUBJECT Social Studies

CLUSTER Marine Science

JOB TITLE Navigator

CONCEPT

Modern techniques have enabled men to be more exact in their occupation.

PERFORMANCE OBJECTIVE

The student will be able to determine precise locations, using a sextant he has made himself.

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II. STEPS

1) Discuss with students importance of navigator in determination of longitude and latitude in degrees and minutes.

2) Have students construct sextant.

3) Students should determine the exact location in longitude and latitude of their home and school.

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RECOMMENDATIONS

MATERIALS

MATERIALS

GRADE 9 - 0'

SUBJECT Social Studies

CLUSTER Marketing

JOB TITLE Costume Designer

CONCEPT

Knowledge of social studies is essential for some occupations.

PERFORMANCE OBJECTIVE

The student will be able to describe and/or sketch a period costume.

RECOMMENDATIONS

ACTIVITY

I. SITUATION

While studying the 1920 era, discuss with students the clothing styles of that period.

II. STEPS

1. Have students research clothing styles of 1920 period.
2. Have student make sketch of the clothing styles.
3. Have student present findings to class and explain sketches.

MATERIALS

GRADE 9-02

SUBJECT Social Studies

CLUSTER Marketing and Distribution

JOB TITLE Recording Industry

ACTIVITY

I. SITUATION

By examining the music industry, many interrelated occupations can be explored.

CONCEPT

Different occupations are interrelated in many different ways.

PERFORMANCE OBJECTIVE

The student will be able to portray something of the complexity of a major industry and to identify the occupations involved in producing a hit record.

II. STEPS

1) Have students bring their favorite records to share with the class.

2) Have the class speculate about who contributed at various stages in the evolution of the recording. Touch on composer, lyricist, arranger, conductor, instrumentalists, volcalists, studio engineers and managers, promoters, manufacturers, marketers, advertisers, jacket designers, publicists, distributors, music-store proprietors, disc jockeys, etc.

3) Have students list these occupations and then place them in the order in which they contributed to the recording.

4) Students could present information on the lifestyles of prominent people in the music business. Both positive and negative aspects of the celebrity life should be explored.

RECOMMENDATIONS

Your school music teacher could be a valuable resource person.

MATERIALS

A bulletin board could be constructed from jacket covers

MATERIALS

GRADE 9 - P'

SUBJECT Social Studies

CLUSTER Construction

JOB TITLE Assayer

CONCEPT

Although some professions have gained modern technology, they have essentially remained the same.

PERFORMANCE OBJECTIVE

The student will be able to describe processes used by assayers and compare modern techniques and equipment to that used during the Gold Rush.

ACTIVITY

I. SITUATION

In studying the Gold Rush, discuss with students the importance of assayer's job.

II. STEPS

1. Discuss with students purpose of assaying ore.
2. Have students research early methods used by assayers and compare with present day procedures.
3. Have students present finding to class.

RECOMMENDATIONS

Research assistance can be found at old Assay Office on Main & 5th.

MATERIALS

GRADE 9 - P 2

SUBJECT Social Studies

CLUSTER Construction

JOB TITLE Contractor

CONCEPT

Changes and conditions in the world affect careers.

PERFORMANCE OBJECTIVE

The student will prepare a model of a log cabin and be prepared to discuss building techniques as compared with techniques of modern home-building.

ACTIVITY

I. SITUATION

After architectural activity and discussion of westward movement, the student will construct a small model of a log cabin.

II. STEPS

1. Discuss the necessity of simplicity of log cabin due to tools available and need for time saving and utility.
2. Have students build models of log cabins using pieces of tree limbs.
3. Have students discuss the methods used in construction.
4. Have students compare the simplicity of log cabins construction with complexity of modern drawings.

RECOMMENDATIONS

MATERIALS knife
tree limbs
glue

MATERIALS